DOCUMENT RESUME

ED 096 783 EC 062 942

AUTHOR Longfellow, Robert L.
TITLE Project NOW.
PUB DATE 74
NOTE 118p.

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS *Business Education; *Disadvantaged Youth; *Educable Mentally Handicapped; Equipment; *Exceptional Child Education; Mentally Handicapped; Records (Forms); Senior High Schools; Student Evaluation; *Vocational Education

ABSTRACT

Collected from 144 questionnaires are 22 descriptions of instructional programs in clerical skills for educable mentally handicapped, disadvantaged, or otherwise handicapped high school students. Usually provided are the contact person's name, the name of the program, the address of the program, the handicap/disadvantage, age of students, length of program, average number of students, a detailed listing of equipment used (with make and models), and a summary of the curriculum. Also included are an occupational readiness proficiency check list, and evaluation forms for prevocational and vocational skills. (DB)

ED 096783

This survey was conducted by writing to the State Department of Education in each of the fifty states, describing the Clerical unit of Project NOW and requesting the name and address of contact persons in any similiar programs in that state. Thirty-two states replied.

As a result of these replies 144 questionaires were mailed out. Of the questionaires completed and returned twenty-two were deemed usable for the purpose of this survey. Those twenty-two were reproduced and are contained herein. Obviously there are several times twenty-two such programs in existance in the United States. However, the information on the questionaires in this booklet should prove of great value to anyone setting up or conducting a similiar program.

The information in this booklet may be reproduced and used in any way except for commercial purposes.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Robert Longfellow

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Copyright 1974 by Bob Longfellow and Project NOW

Name of contact person: Bob Longfellow

Name of program: Project NOW

Address of program: 141 E. Hobart Ave.
Findlay, Ohio 45840

Please identify handicap/disadvantage and age group for which program was developed.

Educable Mentally Retarded - High School

1. LENGTH OF PROGRAM:

No specified time. Students enter the program at any time during the year and are placed on part-time employment as soon as they are ready and a position is available. Students in the program may be freshmen, sophomores, juniors or seniors.

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Duplicating equipment:			
Offset duplicator	Bonn Rex-Rotary	1500	1
Offset plate maker	Rex-Rotary	1515	1
Dry copier	3-M	209	1
Spirit duplicator	Speed-O-Print	2400	1
Mimeograph	Copy-Rite	C-700	1
Thermal copier	3 M	Secretary	1
Addressing equipment:			
Plate embosser	Pitney-Bowes	7961	1
Printer	Pitney-Bowes	701	1
Printer	Pitney-Bowes	Single plate	1
Typewriters:			
	IBM	Selectric	2
	IBM	Selectric II	1
	Royal	970	1
	Royal	560	1
	Royal	590	1
	Royal	470	5
	SCM	250	1
10-key machines:			
Print-out calculator	Victor	1800	1
Digital calculator	NCR	18-1	1
Calculators	Olivetti	600	5
Adders	Victor	Comptograph	6
File cabinets	HON	4-drawer legal	4
Collator	GBC	8-bin electric	1
PBX Board	Western Electric	Cord type	1
Cash register	NCR	Class 21	1
Desks 60" x 30" plus 18" x 40" typing return			12

4. CURRICULUM: (Please give rationale for each unit or module.)

Filing:
- Date
- Numeric
- Alphabetic
- Geographic

Filing, of course, should be taught to all clerical students. In geographic filing we include skills in reading the city map, dividing the city by political boundaries, quadrants, etc. Also, we arrange addresses according to which side of the street they are on and how to tell which address is nearer the center of town.

Consumer economics:
- Credit
- Credit bureau
- Best buy
- Supply and demand and timing purchases
- Insurance

In this unit we work on both personal and office economics. The rationale for the office economics is that the student may one day be responsible for maintaining an adequate supplies inventory at his place of employment. Insurance and credit are included for the students' personal benefit.

Payroll records:
- Addition and multiplication with fractions.
- Extending hours times rate and computing overtime.
- Withholdings

Payroll records, due to their routine nature, seem to be well suited for our students to work with. Also, we feel the students need to understand what happens to their own paycheck before they get it. We do not use time units smaller than 1/4 hour. Our students punch a time clock at the beginning and end of our school day. Their time cards are later used for math, payroll etc.

Postal services:
- Addressing envelopes
- ZIP codes
- Amounts and types of postage
- Use of city directory

This unit is to help prepare students for employment in a mail room and mail advertising.

Stock control:
- Inventory cards
- Purchase requisitions
- Relationship of inventory cards and purchase requisitions.

This unit is to prepare students for stock room work. The emphasis is on maintaining an adequate inventory level and ordering parts.

CURRICULUM: (Cont.)

Purchasing:
Math and terminology related to purchase orders.
Purchase orders

This is to teach the student the operations of a purchasing department and keeping track of which items ordered have been received.

Receptionist duties:
Switchboard
Telephone manners
Taking messages
Placing telephone calls

Both a switchboard and individual telephones are worked with. A lot of emphasis is put on telephone manners and taking accurate messages. Duties of a receptionist at the front door of an office are covered. The switchboard in our room is not a simulation; all the telephones in our two buildings and two trunk lines are connected to it.

Checking accounts:
Deposits
Writing checks
Check register
Bank statements
Reconciliations

Reconcilement of the bank and checkbook balances is actually a very routine task and ideally suited to the better of our students.

Savings accounts:
Deposits
Withdrawals
Interest

This unit is to help a student understand better what is happening when he is sent on an errand to the bank or asked to help prepare deposits etc.

Retail sales:
Sales slips
Sales tax
Cash register
Proof of cash in register
Wrapping coins
Package wrapping

This unit would ordinarily be taught as a part of distributive education rather than office education. However, we don't have a distributive education program for these students and we felt it was appropriate to include it in Clerical.

5. COMMENTS:

The equipment in the room is not taught as separate units. It is included in the curriculum is nearly all units and is taught to each student the first time a particular piece is encountered.

All employed students in our program are required to complete and follow a budget form for each paycheck. On the form they are required to keep track of their hours worked and to check the arithmetic on their check stub. When first employed a student is required to budget half their income into savings. This is later adjusted to meet the needs of the individual students. When a savings account is built up and a student wants to make a large purchase he may apply for a loan. The loan is from his own account and is paid back in installments which are budgeted. Sometimes the loan is made by a bank using the student's savings account to secure it. This is done to give the student a credit reference.

Name of contact person: Richard L. Klemens

Name of program: Business and Office - Clerical Training

Address of program: Lynwood High School
Lynwood Treatment Center
1000 Dorsey Lane
Anchorage, KY 40223

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged - High School

1. LENGTH OF PROGRAM: Approximately five months. Students enter the program at any time during the school year. The average length of a resident's commitment is six months, after which time they return to the community.

2. AVERAGE NUMBER OF STUDENTS: 20

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Cash Register	NCR		1
Produce Scale	Toledo	1361 Sentinel	1
Typewriters	IBM	Selectric	1
	IBM	Executive	1
	Olivetti	Editor II	2
	Olivetti	88	5
	Remington		2
Adding Machines:			
Ten-Key	Adler	Mark 12	3
Calculator	Olivetti	Divisumma 24	1
Elec. Calculator	Cannon	141	1
Duplicating Machines:			
Mimeograph	A.B. Dick	525	1
Spirit Duplicator	A.B. Dick	215	1
Copying Machine	3M	45C	1
Typing Desks(Double)			6
Typing Chairs			12

14. CURRICULUM: (Please give rationale for each unit or module.)

The Business and Office program is based on the materials found in the Gregg Office Job Training Program which consists of the following training programs.

Accounts Payable Clerk
Accounts Receivable Clerk
Billing Clerk
Clerk - Typist
Credit Clerk
File Clerk
Mail Clerk
Office Cashier
Order Clerk
Payroll Clerk
Personnel Clerk
Purchasing Clerk
Stock Control Clerk
Traffic Clerk
Typist

The total program has two purposes: to expose students to a broad range of basic clerical skills and to prepare students for employment in one of the fifteen high-frequency office jobs.

The individual programs are designed so that the student needs only the basic mathematical functions of addition, subtraction, multiplication, and division with the simplest number combinations. In addition, the student should be able to read at a fifth-to sixth-grade level.

Students work independently and must acquire the principles of following directions without constant supervision.

A minimum typing speed of 20 GWAM with less than three errors is a prerequisite before entering the program.

Name of contact person: Mrs. Margaret Gregory

Name of program: Vocational Office Training

Address of program: Route 8

Dalton, GA 30720

Please identify handicap/disadvantage and age group for which program was developed. High School Juniors and Seniors.

1. LENGTH OF PROGRAM:

One to Six Quarters.

2. AVERAGE NUMBER OF STUDENTS: 30-50 (VOI)

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Full-Key	Monroe		2
Ten-Key	Addo-x		2
	Underwood		3
	Victor		6
Calculators: Electronic	Victor		6
	Sharpe		1
Printing	Victor		16
	Monroe		1
	Underwood		4
Copying Machines	3-M Secretary		1
Dictating/Transcribing Machines	IBM		2
	Dictaphone		2
Duplicating Machines Stencil, Mimeograph	Copy-rite		1
	Ronco		1
Typewriters, Electric	Underwood		17
	Royal		19
	IBM		19 + 6
Manual	Underwood		12
	Royal		39
Projectors Filmstrip	EDL		1
Overhead	3-M		3
Shorthand Dictation Labs.	Dictaphone - stations		15
	headphones		30
Tape Recorders	Wollensak, Rheem, Ampex		3
Key Punch 029	IBM (leased)		1
Record Player	Rheem		1
Stencil Cutter	Ronectronic		1
Composer	IBM		1

4. CURRICULUM: (Please give rationale for each unit or module.)

General Business:
How business serves you.
How business creates jobs.
Planning and preparing your future.
How we share economic risks through insurance.
How to manage money.
Banking procedure of checking and savings accounts.
How to use credit wisely.
Travel.
Communications.
Students are given aptitude tests through counselers office to help determine interests of students.

Business Mathematics:
Reviews addition, subtraction, multiplication, division, fractions, percentages, decimals and interests. Exercises in figuring payroll, discounts, commissions, personal budgets etc. are included.

Beginning Typewriting:
Introduction to keyboard.
Tabulation.
Centering.
Personal notes.
Announcements.
Memos.
Personal letters.
Rough drafts.
Outlines and short manuscripts with footnotes.
Telegraphs, invoices and other forms of office communications.

Advanced Typewriting:
Increases skill in various forms, letters manuscripts, tables and reports.
Includes specialized typing such as medical, legal and financial reports; masters and stencils; practice sets used.

Beginning Shorthand:
Basic Shorthand Theory.
New Dictation introduced.
Transcription of business letters and reports.

Advanced Shorthand:
Shorthand theory review.
Practice on tapes and transcribing machines.
Speed and accuracy stressed.
Review of spelling and punctuation.
Office style dictation.

Beginning Bookkeeping:
Covers complete bookkeeping system; journalizing, posting, financial reports and closing entries, special journals and subsidiary ledgers.

Advanced Bookkeeping:

Combination journals and special bookkeeping transactions such as fixed assets, depreciation, bad debts, valuation of accounts receivable, sales tax notes and interest on accrued income and expense.

Business Principles and Management:

Provides instructional materials to aid in students understanding of American Business organization, management of Personnel and other problems of management. Projects and case studies are used.

Business English:

Business fundamentals review.
Oral business communications.
Written business communications.

Office Machines:

Office Machines develops an operating knowledge of calculating machines: ten-key adding, printing calculator, full-keyboard adding, rotary calculator, and key-driven calculator.

Advanced Office Machines:

Advanced Office Machines is designed to develop occupational proficiency on selected machines, such: transcribing machines, copying and duplicating machines, electric typewriters, composers, posting machines, keypunch machines, and adding and calculating machines.

Office Procedures:

Office Procedures develops an appreciation and understanding of office work, including organization of the modern office; occupational data; general office duties; desirable personal traits and attitudes; communications systems; mail; receptionist duties; introduction to filing and duplicating processes; travel and transportation services; and supplies; interpreting instructions; special emphasis on accuracy; and knowledge and skills needed to qualify for, locate, and obtain an office job.

Filing and Records Management:

Filing and Records Management presents methods and procedures for creating and maintaining business records of various types, including processing, storing, retrieving, and re-storing records and correspondence in the following types of filing systems: alphabetic, geographic, numerical, and others such as a alpha-meric, soundex, executive, alpha-code, and compu-color. Use of filing equipment and supplies and automation in filing is also taught. Practice sets may be used.

Simulated Office Experience:

Simulated Office Experience is a capstone course providing experience in a model office situation with a job simulation. Students have the opportunity for personal interaction in an integrated situation with application of knowledge and skills learned. Also included is a review and evaluation of office skills and procedures followed by preparation for employment tests such as the Civil Service Examination, State Merit Examination, and the National Business Entrance Examinations.

Vocational Office Training:

VOT includes basic job preparation skills such as: office job opportunities, aptitude testing, applying for a job, personality traits and attitudes, getting business psychology, use of the telephone, understanding the importance of records control, basic filing procedures, and other basic skills. Additional units may be added or substituted according to the needs of individual programs.

Job skills and Procedures:

VOT is designed to develop a maximum proficiency in the operation of office machines and office procedures to meet the job needs of the student in his work station and career objective. Areas of skill development may include adding and calculating machines, duplicating and copying equipment and procedures, transcribing and dictating machines, typewriters, bookkeeping machines, key punch, filing and records control, payroll, mailing procedures, and introduction to data processing.

Individualized Office Simulation:

VOT includes a review and application of office skills and procedures followed by preparation for employment tests such as: Civil Service Examinations, State Merit System Examinations, National Business Entrance Examinations. A limited amount of practice tests in fields of interest may be provided. Areas of study may be directed to the following jobs: clerk typist, stenographer, payroll clerk, bookkeeper, machine operator, receptionist, general office clerk, executive secretary, personnel assistant, legal typist, legal secretary, or keypunch operator.

Introduction to Data Processing:

Introduction to data processing is designed to introduce the student to the need for data processing. This course is for those students who are merely curious, for those who are considering careers in data processing, for those who are beginning to learn about the skills they want to develop to perform data processing tasks, and for those who are employed in data processing and want to learn more about it.

Independent Study in Vocational Office Training:

Independent Study in VOT is designed to permit selected students to work independently under the supervision of a qualified instructor on a special project. This course may be scheduled otherwise.

This course can be used to provide individualized study. An individualized approach is recommended that a group of students be scheduled for the same time period under one instructor.

5. COMMENTS:

Disadvantaged and handicapped students are mainstreamed in the regular business education program.

Jobs are found through the Vocational Office Training Program and other work programs offered by the Vocational Education. Coordinated-Vocational and Academic Education program.

Students may select any [illegible] courses and are aided in selection by counselors and teachers. Individualized instruction in specific classes is utilized for disadvantaged and handicapped students.

Each subject area [illegible] teachers and students may follow one or more of the [illegible] (see attached sheet).

Name of contact person

Name of program

Address of program

Please identify handicap/disadvantage and age group for which program was developed. Special Education Students (High School)

1. LENGTH OF PROGRAM:

The present group is now in its second year.

2. AVERAGE NUMBER OF STUDENTS: 10

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters	IBM	Selectric	10

4. CURRICULUM: (Please give rationale for each unit or module.)

Typing

Basic Skills

LAP 1: Centering & Tables

LAP 2: Business Forms

LAP 3: Memos, Letters, & Reports

The basic skills include developing touch control of the alphabetic & figure symbol keyboard, building efficient manipulation techniques, & reaching at least 25 gross words a minute for five minutes, with no more than 10 errors. After the above goals are reached, the LAPS are begun. Each LAP has its own purpose as indicated by the title, thus making them an independent learning system.

5. COMMENTS:

The students use their skills to good advantage, since they type their other class assignments during their study halls. The material in the LAPS have taught & also helped the students with items that they are & will face in their daily living in society.

Name of contact person Louise Watson

Name of program - (In regular high school courses of Business & Office)

Address of program Crittenden Co. H. S.

Salem Road

Marion, KY 42064

Please identify handicap/disadvantage and age group for which program was developed. Ours is not for educable mentally retarded. It is for physically handicapped and for disadvantaged students enrolled in high school.

1. LENGTH OF PROGRAM:

High School Year (9 months)

2. AVERAGE NUMBER OF STUDENTS: 9 handicapped
50 disadvantaged.

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Calculators	Olivetti printing 10 key	Divisumma 24	4
Calculators	Unicom electronic printing		4
Calculator	Victor electronic (non-printing)		1
Typewriters	Royal Manual		40
	Royal Electric		30
	Underwood Electric	Proxis 48	5
Adding Machines 10-key	Addo-X		5
	Olivetti		3
	Remington	211	3

4. CURRICULUM: (Please give rationale for each unit or module.)
(Titles are self-explanatory)

Introduction to Business

Typing I

Typing II

Office Machines

Shorthand I

Secretarial Office Practice (meets individual needs - can include Stenotyping or Shorthand II)

Business Law

Business Math

Accounting I

Co-op Office Practice (Students work in offices 1/2 day)

5. COMMENTS:

Please excuse this rough copy. This has been a busy month.

We do not have a separate program for the disadvantaged and handicapped. Our disadvantaged program consists of a business teachers' aide hired full time. She assists our vocational teachers so that those teachers can spend more time with disadvantaged students.

For the handicapped, we have a work station in one business room. It is equipped with an electric typewriter, adding machine, desks, chair, bookcase, helpful reference books, and vertical filing cabinet.

Name of contact person Basil L. Eavey

Name of program Clerical Skills

Address of program Gov. Thomas Johnson High School
North Market St.
Frederick, MD 21701

Please identify handicap/disadvantage and age group for which program was developed. Grades 10-12

1. LENGTH OF PROGRAM:

School year - 2 periods per day - 5 days per week

2. AVERAGE NUMBER OF STUDENTS: 40

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters	IBM	Selectric	4
	Underwood	700	1
Calculators (Electronic)	Monroe	1310	1
	Monroe	3105	1
	Burroughs	3161	1
Adding Machines	Monroe	911-11	1
	Remington	40812	1
Filing Cabinet		4-drawer	1
Spirit Duplicator	Standard	Rocket	1
Desks	60" x 30"	Gov't Surplus	20

4. CURRICULUM: (Please give rationale for each unit or module.)

CLERICAL SKILLS

I. BEHAVIORAL OBJECTIVES

A. The student will be employable by accomplishing the following skilled and related activities:
   1. Operating adding machines and calculators
   2. Operating typewriters
   3. Operating the duplicator
   4. Filing
   5. Spelling
   6. Reading
   7. Computational skills
   8. Using a telephone
   9. Work habits and attitudes
   10. Receiving callers
   11. Incoming and outgoing mail
   12. Writing legibly
   13. Making change
   14. Stock control
   15. Banking services
      a. Writing checks and deposit slips
      b. Reconciling bank statements

B. The student will prepare for initial employment status by rehearsing the following activities:
   1. Filling out application forms
   2. Personal interviews
   3. Appropriate dress and grooming

C. The student will be able to observe and participate in the various aspects of clerical training through:
   1. Field trips
   2. Simulated work experience

D. The student will be able to continue and complete related activities started in other classes, such as typing, math, and English.

II. COURSE CONTENT

A. Work habits
   1. Good attendance
   2. Punctual
   3. Neatness
   4. Accuracy
   5. Cooperation
   6. Non-interruptive work
   7. Wise use of time

J. Handling mail
   1. Incoming mail
      a. Opening it
      b. Sorting and routing it
   2. Outgoing mail
      a. Folding and inserting
      b. Metering it
K. Writing and printing legibly
   1. Tasks
      a. Numbers in columns
      b. Consistent case of letters
      c. Transfer information on forms
L. Making change
M. Banking services
   1. Count and wrap money
   2. Fill out deposit slips
   3. Write checks and maintain accurate balance on stubs
   4. Reconcile bank statements
N. Stock control
   1. Maintain stock cards
   2. Replenish stock
   3. Keep inventory summary
O. Applications
   1. Fill out forms
      a. Supply references
      b. Supply work experience
P. Interviews
Q. Appropriate dress and grooming
R. Field trips
   1. Insurance agencies
   2. Credit bureau
   3. Department stores
   4. Specialty stores
   5. Grocery stores
   6. Carry out services
   7. Variety stores
S. Simulated work experience

III. MOTIVATION AND TEACHING

A. Demonstrations of machines
B. Records
C. Bulletin boards
D. Individualized instruction
E. Project work interjected with other jobs
F. Practical application of typing skills by:
   1. Typing business letters
   2. Typing master units
   3. Addressing envelopes
G. Films and filmstrips

B. Computational skills
   1. Without machine use:
      a. Addition
      b. Subtraction
      c. Multiplication
      d. Division
   2. With machine use:
      a. Extensions
      b. Discounts
      c. Sales tax
      d. Regular and overtime hours and payroll deductions

C. Reading and spelling
   1. Punctuation
   2. Capitalization
   3. Reading payroll deduction schedules

D. Filing
   1. Names
   2. Index cards
   3. Correspondence

E. The telephone
   1. Act out conversations under given circumstances
   2. Function of buttons
   3. Take messages and fill out forms

F. The typewriter
   1. Presentation of the keyboard
   2. Correct typing techniques
   3. Problem typing
      a. Centering
      b. Memos
      c. Letters
      d. Tabulations
      e. Themes or manuscripts
      f. Carbons
   4. Related skills
      a. Proofreading
      b. Erasing

G. The duplicator
   1. Preparation of master units
      a. Proper placement
      b. Correction of errors
   2. Machine operation

H. The adding machines and calculators
   1. Ten-Key
   2. Full-Key
   3. Electronic calculators (printing and non-printing)
   4. Operational skills
      a. Add, subtract, multiply, divide
      b. Replace machine tape

I. Receiving callers
   1. Keep appointment book
   2. Greet and assist customers

Name of contact person: Lucille Fish

Name of program: Special Needs

Address of program: Owosso High School, 765 E. North Street

Owosso, MI 48867

Please identify handicap/disadvantage and age group for which program was developed. Mentally and Physically Handicapped - High School

1. LENGTH OF PROGRAM:

No specified time. Program has been in operation for 1-1/2 years.

2. AVERAGE NUMBER OF STUDENTS: 9

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Spirit Duplicator	Copy-rite		1
Mimeograph	A. B. Dick		1
Typewriters	IBM	Selectric	10
Electronic Calculators	Dictaphone		3
	Singer/Friden		1
Full Key Adder	Monroe		2
	National		2
Rotary Calculator	Monroe		2
	Friden		2
Ten Key Adder	NCR		3
Desks (Table)	36" x 20"		30
Desks (L-shaped)	40" x 20" with typewriter shelf		5

4. CURRICULM: (Please give rationale for each unit or module.)

The basic aim of this program is to prepare students for a job at the entry level; thus, the following units are taught:

Typing

Filing

Full key adding machine

Ten-key adding machine

Duplicating machine

5. COMMENTS:

The basic skill in the classroom is typing. As the students progress beyong the first semester of typing, new skills are added commensurate with each student's ability. The curriculum is programmed so that each student is on an independent, individualized course of study.

Name of contact person: Daniel Binetti

Address of program: Hoboken High School

9th and Clinton Streets

Hoboken, New Jersey 07030

Please identify handicap/disadvantage and age group for which program was developed.

1. LENGTH OF PROGRAM:

Students are expected to complete the program in three years.

2. AVERAGE NUMBER OF STUDENTS: 12 per class

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Rotary Calculator	Monroe		3
Rotary Calculator	Friden		1
Rotary Calculator	Marchawt		1
Bookkeeping Mach.	Monroe		2
Bookkeeping Mach.	Burroughs		1
Key Punch	I B M		2
10 Key Calculator	Remington		2
10 Key Calculator	Victor		2
10 Key Adder	Remington		2
Comptometer			5
Full Key Adder	Victor		1
Electric Typewriter	I B M		4
Ditto Spirit Cup			
Mimeo Duplicator	A B Dick	438	1

4. CURRICULM: (Please give rationale for each unit or module.)

Bus. Machine

Introduces students to various types of office machines. They are given as much instruction as they are capable of absorbing in each area. All students have some success in this area

Introductory Typewriting

This course will provide all students with a working knowledge of the alphabetic keys on the typewriter. All instruction is touch typewriting.

Record Keeping

Payroll records and time cards are explained and payroll distribution sheets are taught.

Inventory procedures and records with simple addition and subtraction are excellent ego builders providing each student with a measure of success.

Filing procedures - reviews alphabet and reading skills on a sophisticated level that secondary school students can accept.

5. COMMENTS:

Special education students are intergrated with slow track groups in the various subject areas. They gain support and remedial instruction when necessary by the special education teacher.

Name of contact person: Loraine Hohnstein, Business Education Teacher

Name of program: Colorado School for the Deaf and the Blind

Address of program: Kiowa and Institute Streets

Colorado Springs, CO 80903

Please identify handicap/disadvantage and age group for which program was developed.

Deaf high school students, freshmen through seniors

1. LENGTH OF PROGRAM: We have two programs: (1) A semester-long beginning typing course for junior high school students. Beginning typing and introduction to 10-key adding listing machines and rotary calculators is given. Training also given on on-line teletypes. This semester-long class consists of a 2-1/2 hr. block of time Monday through Friday. (2) 2-1/2 hr. block given to high school students for one year. This paper will deal with the year-long class only.

2. AVERAGE NUMBER OF STUDENTS: Eight to ten.

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters	Adler (manual)		6
	IBM--Selectric		2
	Electric		1
	Olivetti electric		1
	Olympia--manual		7
	electric		2
	Remington--manual		1
	Royal 470 manual		1
	Royal 440 manual		1
	Royal manual bulletin type		1
	SCM manual		3
	Underwood Five manual		2
	IBM Selectric Composer		1
	Victor Automatic Calculator		1
	NCR 10-key adding machine		1
	Olivetti-Underwood Printing Calculator		1
	Friden Rotary Calculator		1
	Olivetti-Underwood 10-key Adding Machine		1
	Olivetti-Underwood Posting Machine		1
	SCM Figurematic Rotary Calculator		1
	SCM Rotary Calculator		1
	AB Dick 215 Fluid Duplicator		1
	AB Dick 525 Mimeograph		1
	Thermo-Fax "The Secretary"		1
	AB Dick Speed-O-Print Scope		1
	Speed-O-Print stencil pen holder with 13 pens		1
	IBM Printing Card Punch		1
	Electric Card Punch Verifier		1
	Teletypes		2

4. CURRICULUM: (Please give rationale for each unit or module.)

Filing. Alphabetically, by subject, chronologically, numerically, geographically. At completion of unit, student should qualify for entry-level filing clerk.

Key Punching. Trained on IBM 26 Card Punch. At completion of course, student should qualify for entry level key punching.

Typewriting. At completion of course, student should qualify for entry level clerk typist.

Bookkeeping. Introduction to bookkeeping given to entire class. Those students who show an aptitude or interest are given opportunity to continue in this area.

10-key adding listing machines, rotary calculators. All students complete an extensive course on these machines. Prepares the students to be able to use these machines on future jobs, as required, without assistance.

5. COMMENTS:

The curriculum as listed is taught in separate units. The mimeograph, fluid duplicator, and speed-o-print are taught during the typing unit as needed.

Students in the 2-1/2 hr. block are mixed (both those who have never had typing before and those who have had one semester of typing in their junior high years).

Related business subjects such as checking and saving accounts, insurance, retail sales, payroll, consumer economics, etc., is taught in another class instructed by our vocational counselor. Class is titled "Vocational Education."

Name of contact person — Mrs. Beverly Reuter

Name of Program — Detroit House of Correction - Clerical Program

Address of program — Schoolcraft College

18600 Haggerty Road

Livonia, Michigan 48151

Please identify handicap/disadvantage and age group for which program was developed. For all women in-mates at Detroit House of Correction.

1. LENGTH OF PROGRAM:

(5) - 8 week semesters per year

Beginning in Sept. through June 30

2. AVERAGE NUMBER OF STUDENTS: 12 - 15

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriter - Electric & Manual			
Adding - listing			
Key driven calculator			
Electronic calculator			
Rotary calculator			
Printing calculator			
Full key			

4. CURRICULUM: (Please give rationale for each unit or module.)

ACCOUNTING 101 - Introductory Accounting.
Beginning course in accounting, relating to sole proprietorships. The accounting cycle, special journals, financial statements, notes & interest, voucher system, payrolls and taxes.

BUSINESS 111 - Machine Calculation
Provides instruction in the basic operation of rotary calculators, key driven calculators, full keyboard adding machines, printing calculators, and electronic calculators.

BUSINESS 115 - PRINCIPLES OF DATA PROCESSING
Survey of data processing with emphasis on computers, logical structures of computers, input and output media, stored program concept, instruction formats, flow-charting, and use of shared time computer terminals.

BUSINESS 191 - Office Procedures
General office procedures, human relations in the office, public relations, business communications. Also included are duplication procedures, basic principles and procedures of filing and records, use of reference material.

ADVANCED TYPEWRITING
A greater skill in specialized business procedures offered; selected problems requiring production of correspondence, tabulations, business forms, rough drafts, statistical reports, manuscripts and memorandums.

ENGLISH 61 - Communication Skills
In addition to basic writing skills the course may include the study of advertising, general semantics, oral communications, visual presentations, interviews, and the influence of modern technology in various career areas.

ENGLISH 106 - Business English
Includes written and oral communication relating to business, a study of the psychology and planning of a business letter, specific types of letters. Also methods of collecting, preparing, and presenting data will be studied.

BUSINESS MATH
Review of fundamentals of arithmetic; percentage; graphs; simple and compound interest; taxes; insurance, bonds, and their application to business.

SPEECH
Basic speech techniques with emphasis on self confidence, directness, and voice and diction improvement as well as outlining, structuring the speech and use of effective language.

5. COMMENTS:

Ours is a Co-ordinated, clerical training program. It is offered to all the women during their confinement, in order that they may be a qualified, employable individual upon their release. At this time we either help them select a college for future education or set up employment interviews if so desired.

Name of contact person Dr. Fred S. Cook

Name of program Senior Intensified Program

Address of program 421 College of Eduction

Wayne State University

Detroit, MI 48202

Please identify handicap/disadvantage and age group for which program was developed. Not succeeding in the regular high school vocation program.

1. LENGTH OF PROGRAM: Clerk/Typist & Clerk/Stenographer - 36 weeks
Salesperson - 18 weeks

2. AVERAGE NUMBER OF STUDENTS: 200/school year

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters			
IBM Selectric			31
IBM Selectric II			9
Duplicating Equipment			
AB Dick 580 Electric Stencil Maker			1
3M Thermofax Secretary Thermal Copier			1
Standard Rocket Sprint Duplicator			1
AB Dick Model 530 Mimeograph			1
Gestetner Model 466 Mimeograph			1
Audio-Visual Equipment			
3M Model 567 Overhead Projectors			2
Panasonic Videotape Recorder Units			3
Miscellaneous			
File Cabinets (miscellaneous manufacturers)			15
Typing Tables			
40" X 44"			16
36" X 20"			21

(Other miscellaneous audio-visual equipment utilized on loan from Wayne State University College of Education as needed)

4. CURRICULUM: (Please attach rationale for each unit or module.)

The three programs used in the Career Interest Program are currently being used in many special needs (disadvantaged) programs throughout the United States and Canada. The content of the specific programs is:

A. Clerk/Typist
Daily goals have been derived from the 17 performance objectives attached. One-hundred fifty 90 minute lesson plans covering one school year specify the daily goals of the student, the detailed content of the plan, the student's materials, transparency masters suggested motivation and instruction and hints for the teacher and student on necessary preparation before the lesson is begun. (SIP format) Individualized Task Instruction Packets (ITIP) provide actual office tasks for the student to perform. All materials are based on the minimal entry requirements in the clerk typist cluster of occupations in today's world of work.

B. Clerk/Stenographer
Daily goals have been derived from the 17 performance objectives attached. One-hundred fifty 120 minute lesson plans covering one school year set up in the SIP format provide that at least one-half of the daily two-hour block be spent in dictation and transcription. In addition to ITIPS, an individualized approach to shorthand is also being used. These and other integrated activities performed by the student are taken from the minimal entry requirements in the clerk stenographer cluster of occupations in today's world of work.

C. Salesperson
Daily goals have been derived from the 16 performance objectives attached. Seventy-five 90 minute lesson plans covering one school semester set up in the SIP format teach what the cluster of salesperson entry job demand of persons entering this profession.

Approximately 20 hours in each of the three programs is devoted to three common units:

Securing Employment: Through case studies, role playing, and guest lectures, students are given instruction in how to get a job and how to keep it. Sources of employment, job outlook, application and interview techniques are discussed in depth. Students are exposed to a variety of employment tests prior to actual job interviews in the community.

Work Simplification: Initial instruction in work simplification is based on the principles of time and motion economy. Subsequently, students are guided and encouraged to find easier, faster, more efficient, and more practical ways of performing job tasks. Through class discussion, examples related to specific entry level jobs become evident. The theme for this unit of instruction is "Work Smarter, Not Harder."

Preparation for Change: The effects of change upon entry jobs and the rapidity with which change occurs is emphasized throughout the program. The need to update or develop new skills and knowledges is stressed to prepare students for the eventuality of changing jobs. Material related to socio-economic change, changes in attitudes and values, technology, and the employing community is integrated into classroom units of instruction. An awareness of these changes is further encouraged by student participation in panel discussions, reading, and collection of examples found outside the classroom.

5. COMMENTS:

SIP differs from other [illegible] curriculum patterns in that:

a. SIP is designed for high school seniors and dropouts.

b. The students are not required to have previous preparatory courses in distributive and/or office occupations.

c. Current data on opportunities for entry occupation requirements were used as the basis for the development and evaluation of the essential content of these curriculums.

d. The minimal essential subject matter is taught in its entirety in the one school year (one semester for Salesperson).

Name of contact person: Franklin S. McAllister

Name of program: C.V.A.E. - Office Duplications Practice

Address of program: Roscoe Middle School
[illegible] W. Johns Road
Roscoe, Texas 78006

Please identify racial, ethnic, disadvantage and age group for which program was developed.

Disadvantaged Middle School - 7th-8th grades

1. LENGTH OF PROGRAM.

2 hours per day - 9 months

2. AVERAGE NUMBER OF STUDENTS: 25

3. EQUIPMENT (Please list make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Light Table	Saxonmar	SL-30	
Light Table	Saxonmar	SL-30	
Light Table	Saxonmar	SL-30	
Collator	A B Dick	Model 7312	
Electrostatic Copier	A B Dick		
Lectojog Jogger		Model 665	
Duo Punch & Binder			
StripPrinter			
Challenge Paper Drill			
Fastfold Folding Machine			
Rostitch Saddle Stapler			
Plate Maker 207	A B Dick		
Rocket II Spirit Duplicator			
Mimeograph 320	A B Dick		
Offset 326	A B Dick		
Electric Typewriter	IBM		
18 Paper Cutter	Triumph		
Adding Machine	NCR Petite		
Adding Machine	NCR Petite		

4. CURRICULUM. (Please give rationale for each unit or module.)

TABLE OF CONTENTS

I. ORIENTATION TO THE WORKING WORLD
- Variety of Jobs . . . . 2 - 10
- Job Application . . . . 11 - 17
- Job Attitudes and Relations . . . . 18 - 23
- Good Grooming . . . . 24 - 27
- Personal Appearance and Hygiene . . . . 28 - 32

II. TRANSPORTATION SERVICES & OFFICE COMMUNICATIONS 33
- Mail . . . . 34 - 38
- Freight . . . . 38 - 40
- People (Travel) . . . . 40 - 42
- Telephone . . . . 43 - 44
- Telegram . . . . 44 - 45
- Letter . . . . 45 - 46

III. HUMAN RELATIONS 47
- Citizenship 48
- Personal Development . . . . 49 - 52
- Clubs & Parliamentary Procedure . . . . 53 - 54
- Social Problems . . . . 55 - 60
- Consumer Education . . . . 61 - 66

IV. DUPLICATING MACHINES 67
- Spirit Duplicator . . . . 68 - 73
- Mimeograph . . . . 74 - 79
- Typewriter . . . . 80 - 82
- Offset . . . . 83 - 87
- Printery . . . . 88 - 90
- Thermofax . . . . 91 - 95

V. BANKING PRACTICE PROCEDURES 96
- Money & Banking . . . . 97 - 101
- Paycheck . . . . 102 - 106
- Federal Taxes & Spending . . . . 107 - 114

VI. FILING 115
- Primary Guide 116
- Basic Filing Principles 116
- Spelling 117

VII. LAYOUT DESIGN 118
- Line Gauge 119
- Mimeoscope 120
- Light Table 121

VIII. CREATIVE PROJECTS 122 - 124
- Bulletin boards . . . . 123 - 124
- Posters . . . . 123 - 124
- Stationery . . . . 123 - 124
- Scrapbooks . . . . 123 - 124
- Books . . . . 123 - 124
- Tickets . . . . 123 - 124
- Pictures . . . . 123 - 124

Name of contact person Mr. John R. Mallino

Name of program Clerical Office Practice I and II

Address of program Business Department

Marion Center Area High School

Marion Center, PA 15759

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged Grades 11 and 12

1. LENGTH OF PROGRAM: 2 years 94 semesters)

2. AVERAGE NUMBER OF STUDENTS: 20

3. EQUIPMENT: (Please include make, model and quantiry.)

ITEM	MAKE	MODEL	QUANTITY
Duplicating Equipment:			
Spirit Duplicator	A. B. Dick	215	1
Mimeograph	A. B. Dick	530	1
Thermal Copier	3M	Secretary	1
Typewriters:			
Underwood Electric	Underwood	Scriptor	21
Underwood Manual	Underwood		9
Olympia Manual	Olympia		6
IBM Electric	IBM	Selectric	28
Machines:			
Printing Calculator	Olivetti		6
Electronic Printing Calculator	Olivetti	Logos 328	1
Adding Machine	Olivetti	Multisumma 20	1
Adding Machine	Olivetti	Electrosumma 22	1
Ten-Key Add	Monroe	911E11X	2
Ten-Key Add	Monroe	600	1
Ten-Key Add	Friden	ACY10	1
Full-Key Add	Monroe	408-11-011	2
Rotary Calculator	Monroe	Educator	2
Key Driven	Comptometer		1
Mimeoscope	A. B. Dick	Board #4	1
Transcriber	Dictaphone	TB7-437146 TB7-437204	2
Transcriber	IBM	12-481474 12-481475	2

MARION CENTER AREA HIGH SCHOOL

CLERICAL OFFICE PRACTICE I and II

COURSE DESCRIPTION

Clerical Office Practice is designed to teach office procedures and skills to general business students so that they will be prepared to hold clerical positions in business offices. Pupils are taught the operation and care of equipment commonly found in offices. They are also taught filing and are made familiar with forms usually found in business. Emphasis is placed on proper attitude and the establishment of good work habits.

Each class meets five periods a week for 36 weeks for one credit. (The complete course requires 72 weeks, or four semesters, for which pupils earn two credits.)

OBJECTIVES

1. To develop desirable attitudes and work habits which are necessary for success in an office situation.
2. To provide experience in the performance of routine office duties.
3. To reinforce and develop previously learned skills in typing, handwriting, English, spelling and arithmetic.
4. To teach up-to-date filing methods, procedure, and equipment.
5. To teach the proper care and operation of commonly used office machines.
6. To acquaint the pupil with the fundamental principles of various business forms and the application of these forms to practical problems.
7. To help the students learn how to compose and type business letters.
8. To teach proper procedures for securing a position in the business world.

UNIT I: THE OFFICE WORKER

I. Objectives

A. To acquaint the pupils with the duties entailed in various office positions.
B. To impress upon the pupils the personal qualities which lead to success in a business situation.

II. Content

Techniques and Procedures

A. Your Career as an Office Worker
B. Your Personal Qualities

Class discussion
Survey forms: personal qualities
Posters and bulletin boards: good grooming
Films and transparencies

UNIT II: BUSINESS FORMS

I. Objectives

A. To train pupils to print and write legibly business forms.
B. To become familiar with efficient organization of office materials.
C. To become acquainted with the purpose and design of business forms.

II. Content	Techniques and Procedures
A. Handwriting and Lettering	Drill on handwriting and lettering
B. Typewriting	Class discussion
C. Business Forms Design	Drill: duplicating, handling carbons, proofreading, erasures and corrections, crowding and spreading, justifying right margin

UNIT III: PURCHASING AND SELLING

I. Objectives

A. To become familiar with the routing of purchasing and selling

II. Content	Techniques and Procedures
A. Purchasing	Discussion
B. Selling	Type forms

UNIT IV: INVENTORY AND THE STOCK ROOM

I. Objectives

A. To become familiar with the routines of handling inventory and stock room supplies
B. To become familiar with the routine of shipping goods

II. Content	Techniques and Procedures
A. Goods Received and on Hand	Discussion
B. Goods Shipped	Preparation of forms, typed and handwritten
	Learn vocabulary of shipping terms

UNIT V: PROCESSING DATA

I. Objectives

A. To develop speed and accuracy in the use of fundamental processes of business arithmetic
B. To learn how to calculate percentages and discounts rapidly and accurately
C. To learn how to prepare and verify business papers and reports by use of adding machines and calculators
D. To become familiar with modern data processing procedures
E. To become familiar with operation and care of voice recording - transcribing machines, copying and duplicating machines.

II. Content

	Techniques and Procedures
A. Business Arithmetic - Fundamental Processes	Class discussion
B. Percentage and Discount	Drill - arithmetic
C. Adding machines and calculators	Demonstrations on machines
D. Automation	Rotation plan - machines
	Films - data processing

UNIT VI: MAIL AND TELEGRAMS

I. Objectives

A. To learn to handle incoming and outgoing mail efficiently
B. To learn the proper use of telegraph services
C. To learn to compose telegrams properly

II. Content

	Techniques and Procedures
A. Incoming Mail	Class discussion
B. Outgoing Mail	Preparation of forms
C. Telegraph Service	Preparation of telegrams and cables

UNIT VII: THE TELEPHONE

I. Objectives

A. To train pupils in proper use of the telephone
B. To acquaint pupils with telephone equipment commonly found in business offices
C. To impress upon pupils the necessity for courtesy and sincerity

II. Content

	Techniques and Procedures
A. You on the Telephone	Class discussion
B. Switchboard Operations	Use of Bell teletrainer
C. Intercom Systems	Films: If an Elephant Answers; How to Lose Your Best Customer Without Really Trying; Hello, I Need to Tell You Something

UNIT VII: THE TELEPHONE (Continued)

II. Content (Continued)

Techniques and Procedures

Visits by telephone company representatives
Records of conversations

UNIT VIII: THE RECEPTIONIST

I. Objectives

A. To familiarize the pupils with the duties of receptionists
B. To acquaint the pupils with the qualities of appearance, voice, knowledge, and general business behavior required of receptionists
C. To provide pupils with the opportunity to evaluate speech habits

II. Content

Techniques and Procedures

A. Meeting People
B. Business Speech

Class Discussion
Role playing
Use of tape recorder to evaluate speech habits
Films

UNIT IX: BUSINESS FILMING AND RECORDS CONTROL

I. Objectives

A. To familiarize pupils with the organization of files and filing procedures
B. To teach pupils the rules for alphabetic indexing
C. To give practical experience in filing through use of a practice set

II. Content

Techniques and Procedures

A. Records Management
B. Alphabetic Filing Rules
C. Filing Procedures
D. Charge, Follow-Up, Transfer, Storage, and Microfilming
E. Numeric, Subject, and Geographic Filing
F. Special Files and Filing Systems

Class discussion
Drill problems
Films
Practice set
Display of sample material

UNIT X:

I. Objectives

A.
(illegible)
B. ... fluid duplica-
tor
C. ... drawing board
D. ... type of photocopying
equipment
E. ... equipment and supplies

II. Content ... techniques and procedures

A.
B.
C. ... of equipment
D. ... and supplies
... and masters
... stencil dupli-
... and fluid duplicator

UNIT XI: THE MAILABLE LETTER

I. Objectives

A. ... previously learned skills in typewriting
tasks
B. ... the placement and arrangement of various styles of
business letters
C. ... for students to recognize and type
mailable business letters

II. Content ... techniques and procedures

A. ...
B. ... objective ... Interview
... of room with; over-
... projector, film
...
... and type typical
... letters

UNIT XII: TYPING ...

I. Objectives

A. ... opportunity ... complex, real
... reports
and manuscripts
B. ... proficiency ... rough-draft copies and other
...
C. ... ability ... typing and
...
D. ... with the proper procedures ...
... of ...

UNIT XII: TYPING TASKS (Continued)

II. Content	Techniques and Procedures
A. Business Reports and Manuscripts B. Financial Reports and Statements C. Legal Papers, Minutes, and Resolutions	Class discussion Use of reference books Typing problems Preparing graphs, charts, etc.

UNIT XIII: FINANCIAL DUTIES

I. Objectives

A. To familiarize students with the services offered by banks
B. To acquaint the students with a variety of methods of making cash payments
C. To give students a general knowledge of payroll procedures
D. To acquaint the students with information involved in preparing an income tax return
E. To impress upon students the rgiths and responsibilities of consumers when buying on credit
F. To acquaint the students with the necessity for absolute accuracy when dealing with financial records

II. Content	Techniques and Procedures
A. The Checkbook and the Bank B. Making Cash Payments C. Payroll Work D. Income Tax Records E. Credit and Collections	Class discussion Films: Preparation of checks, deposit slips, reconciliations Preparation of simple income tax report

UNIT XIV: YOU AS AN OFFICE WORKER

I. Objectives

A. To acquaint pupils with sources of information concerning business careers
B. To acquaint pupils with methods of securing information concerning job openings
C. To give pupils an opportunity to prepare acceptable application blanks, personal data sheets, application letters, and other letters pertaining to employment
D. To give suggestions to pupils concerning employment interviews
E. To acquaint pupils with the job requirements and the procedures and forms of beginning business positions

II. Content	Techniques and Procedures
A. Occupational Information B. The Personal Data Sheet and the Application C. The Interview D. Specialized Clerical Positions E. Orientation of New Employees	Class discussion Films Transparencies Posters Typing: Forms and Letters Simulated Interview

5. COMMENTS:

The clerical program in our school was started to provide training for disadvantaged pupils. The only requirement is that they have at least a "C" grade in beginning typewriting or a "D" with the teacher's recommendation. We do not require that pupils take Clerical Practice I in order to take Clerical Practice II. Therefore pupils who have done poorly in our regular program may transfer to the clerical program in twelfth grade if they wish. We have tried to synchronize the courses of study so that pupils may transfer within, missing filing or machines instruction, for example.

Students are not employed; however, they may volunteer to spend free periods working in a group that prepares duplicated materials, etc., for teachers. They also work in offices throughout the school. In this way they do gain some practical experience.

Twelfth grade clerical students also take one semester of Record Keeping and one semester in Introduction to Retailing.

The total facilities of the business department are available for the instruction of these pupils.

Name of contact person Arthur H. Davis

Name of program Clerical Skills Laboratory Project

Address of program School District of Philadelphia

John F. Kennedy Center

734 Schuylkill Avenue, Philadelphia, PA 19146

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged (reading'math--at least 2 years below level) High School

1. LENGTH OF PROGRAM: This is a two-year program for 11th and 12th grade students. Basic keyboard knowledge of the typewriter is a prerequisite for the course. Students acquire skills during the 11th year through the use of self-paced individualized instructional "modules." During the 12th year, students are "hired" for a Simulated Office program where they operate their own model business and do the paperwork that actually runs the office.
2. AVERAGE NUMBER OF STUDENTS: 24 students per "lab"

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY

See Suggested List of Equipment in Booklet

4. CURRICULUM: (Please give rationale for each unit or module.)

We are developing modules for the following areas: second-year typewriting program, payroll clerk, stock clerk, office cashier clerk, accounts payable clerk, accounts receivable clerk, mail clerk, billing clerk, order clerk, 10-key adding machine, electronic calculator, spirit duplicator, stencil duplicator, and keypunch.

We are using a "Systems Approach" to develop all of our modules. The modules are designed to teach students skills which meet job entry level requirements. The "Systems Approach" calls for the writer to first analyze the tasks that are associated with each job and write a "Task Analysis." Next, a "Behavioral Analysis" is made of each task, and the type of behavior that we wish elicited from the student is listed. This helps us to create a "Hierarchy Chart"; so that we can determine the order in which the student should learn the material. After the "Task Analysis," the "Behavioral Analysis," and the "Hierarchy Chart" are written, the curriculum writer has a much better overview of the cognitive, psychomotor, and affective educational objectives to be accomplished by the student, and a blueprint from which to operate.

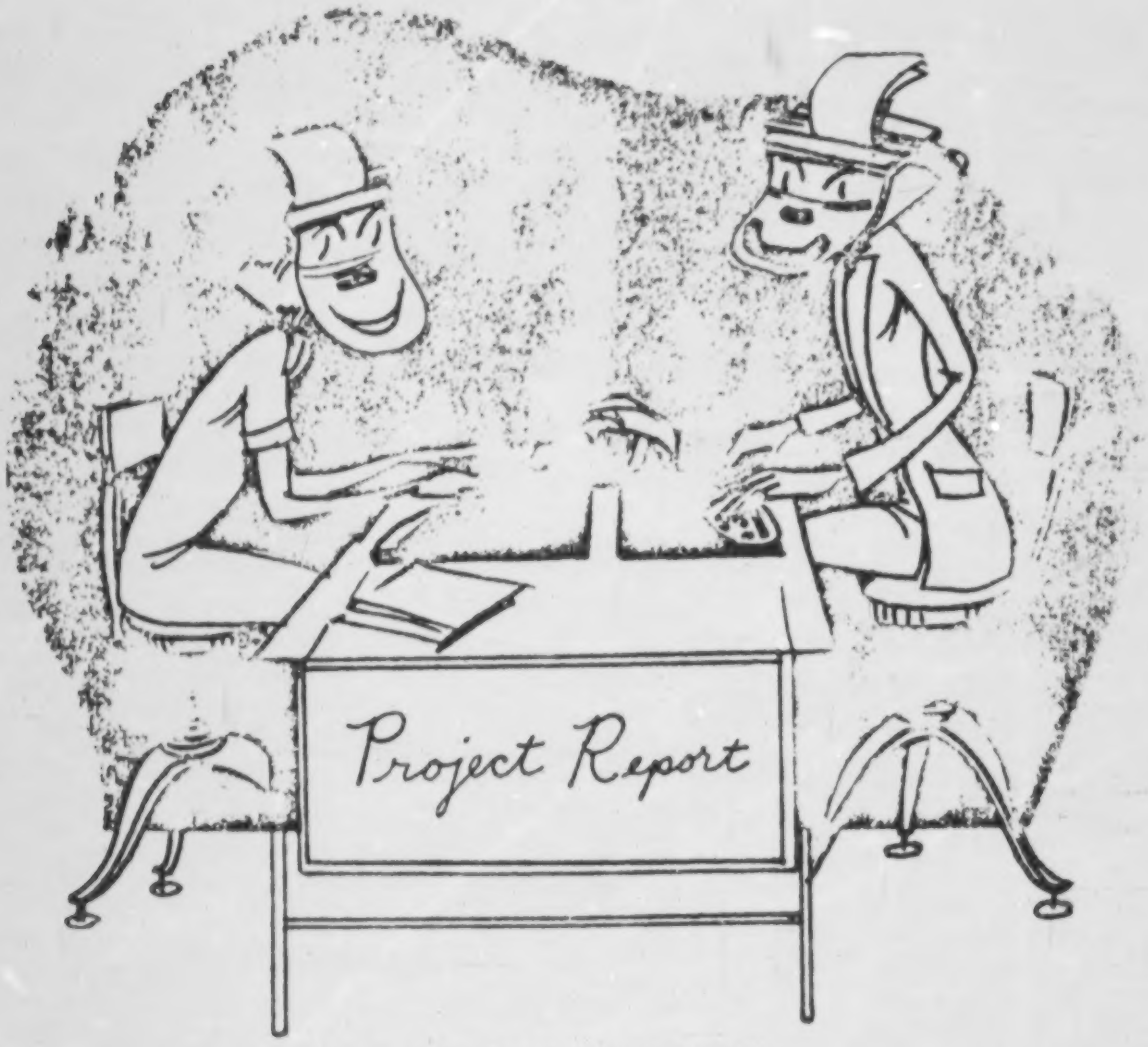
The Simulated Office Curriculum consists of those jobs found in the real business world. There are 25 jobs that students perform that correspond to jobs found in industry.

5. COMMENTS:

I am enclosing a booklet that was prepared by a few members of our curriculum committee. I hope that you will find it useful. If there are any questions please feel free to correspond.

The Clerical Skills Laboratory is in seven schools at the present time. We are also planning the expansion of the program.

CLERICAL Skills LABORATORY CO.



SCHOOL DISTRICT OF PHILADELPHIA
Division of
Vocational Education - Business

This Material Was Prepared For:

THE PHILADELPHIA FEDERATION OF TEACHERS

EDUCATIONAL CONFERENCE

"PROGRAMS FOR TEACHING"

THE BELLEVUE-STRATFORD HOTEL
PHILADELPHIA, PENNSYLVANIA
FEBRUARY 23, 1974

Speakers: THE CLERICAL SKILLS LABORATORY

Arthur H. Davis, Coordinator, Clerical Skills Laboratory,
Project, School District of Philadelphia

Norton Ginsburg, Teacher, Clerical Skills Laboratory,
Roxborough High School, Philadelphia, Pennsylvania

Dr. Ruth Horwitz, Department Head, Business Education,
Simon Gratz High School, Philadelphia, Pennsylvania

Lawrence Zack, Department Head, Business Education,
Overbrook High School, Philadelphia, Pennsylvania

CLERICAL SKILLS LABORATORY: SCHOOL DISTRICT OF PHILADELPHIA

TABLE OF CONTENTS

I. THE CLERICAL SKILLS LABORATORY

II. OBJECTIVES OF THE CITY-WIDE CLERICAL SKILLS LABORATORY PROJECT

III. PERSONNEL RESPONSIBILITY CHART

IV. SUGGESTED EQUIPMENT FOR A CLERICAL SKILLS LABORATORY

V. FLOOR PLAN FOR A CLERICAL SKILLS LABORATORY

VI. THE SYSTEMS APPROACH TO CURRICULUM WRITING

VII. SAMPLE PAGES OF CLERICAL SKILLS LABORATORY CURRICULUM MODULES

a. Junior CSL
   Typing
   Payroll Clerk
   Stock Clerk
   Filing
   Adding Machines

b. Senior CSL
   WESO Employee Handbook
   WESO Job Manual

The Clerical Skills Laboratory Project is a federal program, funded under the Vocational Education Amendments of 1968. It is currently in operation in the following high schools: Bartram, Dobbins, Edison, Gratz, Kensington, Overbrook, and Roxborough. (Future expansion to additional high schools is a possibility.) The program is designed for use by disadvantaged students.

I. THE CLERICAL SKILLS LABORATORY

The Clerical Skills Laboratory program is a 2-year individualized instructional program where students acquire skills with the aid of self-paced instructional units, correlated multi-media, and a variety of equipment. In this course, which is taught for a two-period block of time on a daily basis, students acquire skills traditionally taught in Clerical Practice, Typewriting, and Office Practice. Currently, it is offered in the Junior and Senior years of high school. The two-year sequence of learning is culminated by having students work in a "simulated office" project in the senior year.

The physical layout of the "Lab" is that of a realistic business office with individual work stations that generally accommodates 24 to 30 students. The teacher of the "Lab" is considered a "manager" or "director of instruction" rather than a transmitter of information as in a traditional large-group classroom.

JUNIOR YEAR—During the Junior year, students work with self-paced individualized materials. These packets of instruction are set up in small modules. Each module has a pretest, which allows students to bypass material they already know. Topics covered are in the areas of typewriting, clerical practice (stock clerk, payroll clerk, file clerk, mail clerk, etc.), and office practice (adding machines and calculators, duplicating equipment, and office procedures).

Emphasis is placed on the development of work habits and attitudes expected by prospective employers. Each student's work is based on his own career objective. A prerequisite for the Junior Clerical Skills Laboratory is acquisition of basic keyboard typewriting skills.

SENIOR YEAR—In the Senior year, students of the Clerical Skills Laboratory progress to a Simulated Office program. Here they operate their own model business and do the paperwork that actually runs the office. Realistic features of the simulation include application for jobs in the simulated office based on students' interest and abilities; use of intercom telephones and a time clock; payment for work by check (simulated, of course!); and students serving as managers, secretaries, and clerks. Placement of graduating students in entry-level jobs related to their career objectives is a goal of the Clerical Skills Laboratory.

A prerequisite for the Senior Clerical Skills Laboratory is knowledge of typing, filing, and adding and calculating machines, (which may be acquired by completing these specific individualized modules).

II. Objectives of the City-Wide Clerical Skills Laboratory Project

A. GENERAL OBJECTIVES:

1. To signficantly reduce the dropout rate of students in the Clerical Skills Laboratory Project classes.
2. To signficantly reduce absenteeism of the participating students.
3. To signficantly improve the computational skills of participating pupils as measured by the pre- and posttest scores.
4. To signficantly improve student competency in all business education areas of instruction, as measured by the pre- and posttests for the various areas developed by the curriculum committee.
5. To develop student competency in communicative skills as measured by the pre- and posttest scores.

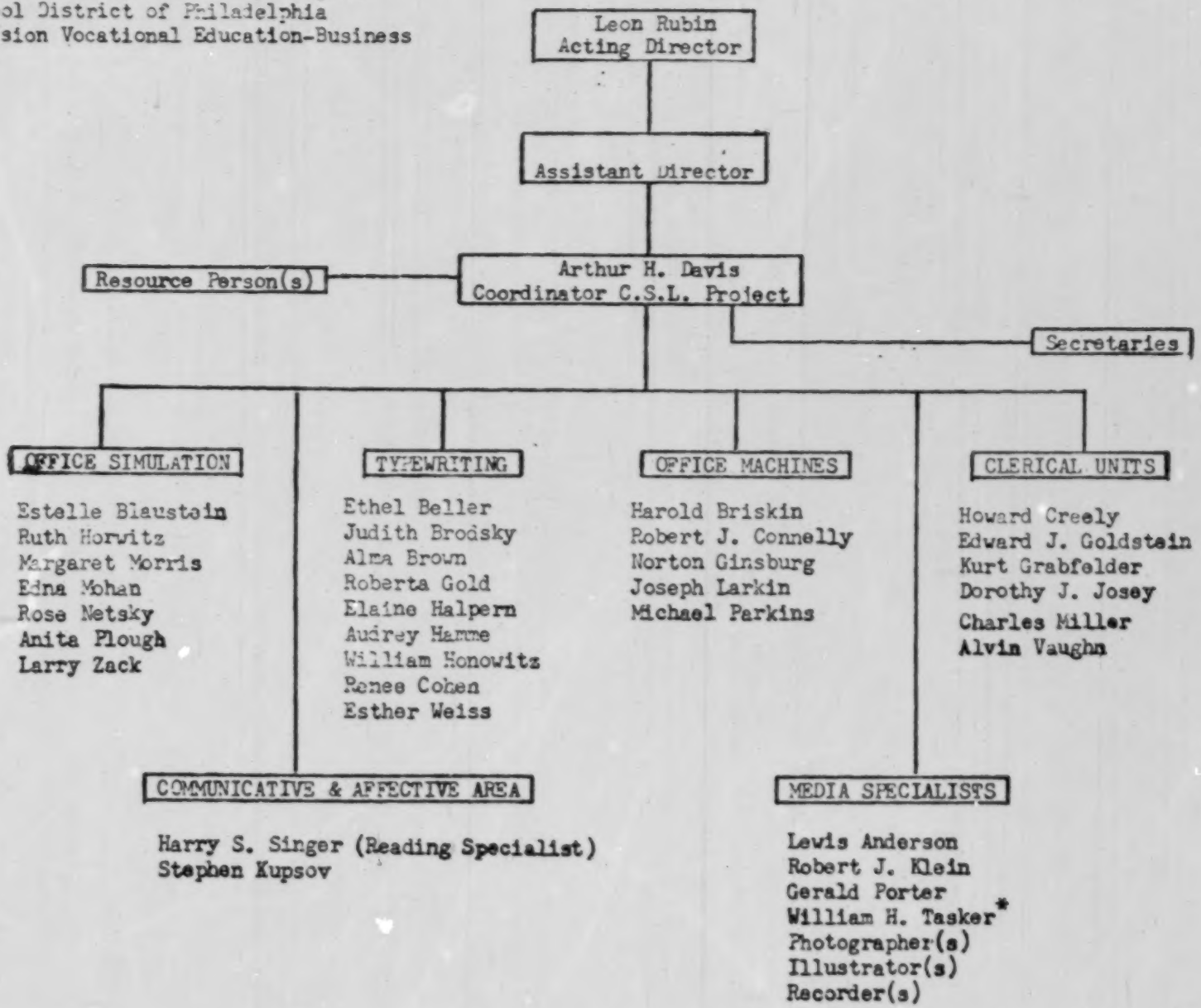
B. OBJECTIVES OF THE CURRICULUM COMMITTEE:

1. Using a "systems approach" for writing curriculum, to produce individualized instructional packets for the cognitive and psychomotor domains for the typewriting, clerical, and office machines areas.
2. To continue to develop multi-media software correlated to the packets and to develop this software in conformity with the "systems approach" used to develop the packets.
3. To continue to clearly and concisely state the terminal performance objectives for each of the following entry-level business careers: cashiers, receptionists, accounting clerks, general clerks, payroll clerks, office machine operators, file clerks, typists, and stock clerks.

B. OBJECTIVES continued

4. To continue to prepare a task analysis of each job entry-level skill required for the jobs listed under number three above.
5. To graphically illustrate, in a hierarchy chart, the learning sequence of the terminal objective and enabling objective for each task.
6. To describe, in behavioral objective format, the educational goal of t' s behavior to be elicited. This description will involve a statement of what the learner will be able to perform, the conditions under which performance will occur, and the criteria for determining acceptable performance.

PERSONNEL RESPONSIBILITY CHART
Clerical Skills Laboratory Project
School District of Philadelphia
Division Vocational Education-Business

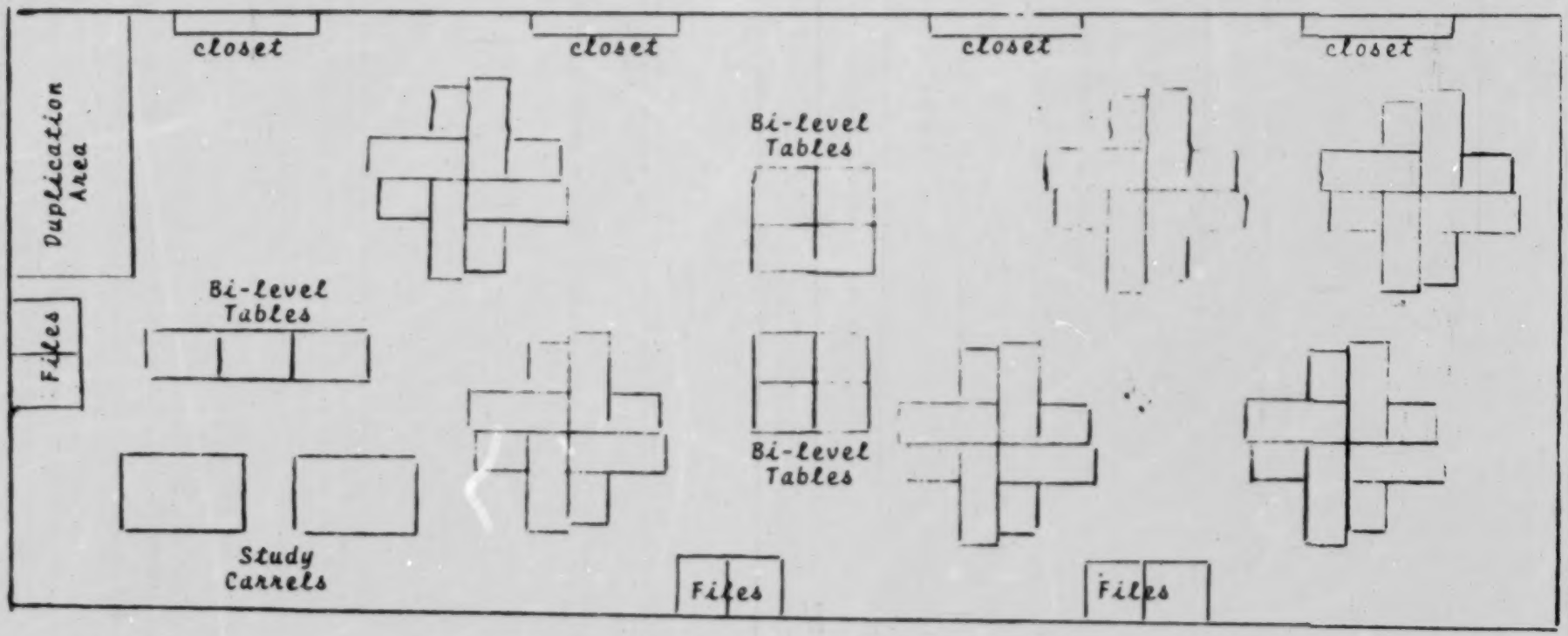


*Deceased

SUGGESTED EQUIPMENT FOR A CLERICAL SKILLS LABORATORY

QUANTITY	DESCRIPTION
	EQUIPMENT
4	Calculator, electronic, printing tape
2	Calculator, electronic, non-printing
3	Typewriter, Electric, Interchangeable Type
1	Mimeoscope
24	Typewriters, Electric 13" carriage
1	Magnetic Board Wall
6	File Cabinet, 2 drawer, legal
6	File Cabinet, 4 drawer, legal
1	File Cabinet, 2 drawer for 5x8 cards
1	File, visible, 5 drawer for 4x6 cards
1	File, side drawer pullout, legal
1	Paper Cutter 18"
	Motor driven letter opener for instructional purposes in mail clerk project
1	Time Clock for payroll projects and mail clerk projects
1	Punch, Adjustable
1	Stapler, Gun Type
1	Telephone Installation, 8 phones per unit
10	Adding machine, electric, 10-key Tape
1	Adding machine, full keyboard
1	Duplicator, spirit, electric
1	Stand, Duplicator, Spirit, electric
1	Duplicator, Stencil, electric
1	Stand, Duplicator, Stencil, electric
1	Copier, transparency and master maker
1	Stand, Copier
1	Postal Scale
1	Electric Stapler
	AV EQUIPMENT
1	Screen, Projection 70 x 70
6	AV Screen, Rear View Projector Screen
1	Projector, filmstrip Cassette Actuated
1	Projector, overhead
1	Record player
1	Playback/Record Slide Projector with Synchronised Cassette Sound
3	Playback Slide Projector with Synchronised Cassette Sound

QUANTITY	DESCRIPTION
	AV EQUIPMENT
3	AV Cassette System with Built-In Slide Sync. (Student Use)
1	AV Cassette System with Built-In Slide Sync. (Teacher)
3	Slide Projector (for use with above)
1	Slide Projector (Teacher) with Lamp Zoom Lens Stack Loader, Remote Extension Cord
2	Projector, Sound 8mm film
2	Ektagraphics Filmstrip Adapter
5	Rear View Projection Module, with Light
12	Headset
1	Listening Center
2	Silent Projector
5	Tape Cassette Players
6	Recorder/Player, Cassette Capable of Use with foot pedal
6	Foot pedal for above recorder
1	Recorder Player (4 speed)
1	Camera, Instant
5	Previewer, filmstrip
1	Projector, filmstrip and slides
1	Labeling Kit for AV Equipment
5	Study Carrels (Considered Furniture)
	FURNITURE
24	L-shaped student desks
1	Teacher desk
30	Student chairs
1	Teacher chair
3	Tables, for duplicating equipment



CLERICAL SKILLS LABORATORY

SET - UP

VI. THE SYSTEMS APPROACH TO CURRICULUM WRITING

We are using a "systems approach" to produce individualized instructional materials for the Clerical Skills Laboratory Project. This process was designed by Dr. Peter Kaseff, Professor of Education of the University of Maryland. This "systems approach" to writing curriculum involves many additional steps that heretofore were not included in producing packets of material.

With a "systems approach," the teacher must first analyse the tasks that are associated with each job and write a "Task Analysis". Next, a "Behavioral Analysis" is made of each task, and the type of behavior that we wish elicited from the student is listed. This helps us to create a "Hierarchy Chart" so that we can determine the order in which the student should learn the material. After the "task analysis," the "behavioral analysis," and the "hierarchy chart" are written, the curriculum writer has a much better overview of the cognitive, psychomoter, and affective educational objectives to be accomplished by the student, and a blueprint from which to operate. This allows him to proceed to continue with the "systems approach" and put in written form the material that should be learned by the student.

It should also be noted that after each step of the "systems approach" is completed by the originator, it is analysed by two other curriculum writers to make sure there is agreement among the experts. The material is then analysed by a reading specialist and verified that it is at a level of understanding for the underachiever (the student reading two years below level).

This entire procedure is a time consuming process and one that is therefore costly. It is one, however, that we believe necessary to produce the the type of curriculum materials that should be in our vocational classrooms.

Sample Page - Typing Module

DO: Check with your teacher that you have the correct supplies.

READ: Take a good look at the carbon paper. Did you see that one side is dull and has printing on it, and that the other side is shiny? Look again.

DO: Answer this question on the line below.

What is different about the two sides of a piece of carbon paper?

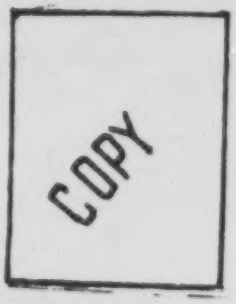
_____

Answer:

There is a shiny side, and a dull side.

READ: How to set up a carbon pack

1. Place your copy paper on your desk.



2. Place the carbon paper on top of the copy paper.

T-6.2
T-6.2.3

3. Place the original on top of the carbon paper.

T-6-2

A: BIWEEKLY. When employees are paid for two weeks' work, then the payroll period is biweekly.

Another payroll period is semimonthly. A semimonthly payroll period covers half a month's work. Paychecks are issued twice a month, usually on the first and the fifteenth.

The calendar below shows a semimonthly payroll period. Each paycheck is for half a month's work.

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEMI-MONTHLY

Q: If the employee was paid for half a month's work, then the payroll period is

A: _____

Sample Page - Stock Clerk Module

C-2/M-1/ pg.-1

Answer: A record of inventory is kept on stock record cards.

(2.1.1) READ: The inventory of a business is the article or merchandise that the company sells.

"QUIZ TIME"

Question: What do we call the merchandise of a company?

A: SMITH, DAVID . The D in DAVID comes before the F and J.

If the last and first names are the same, look at the middle name. Compare the first letters of the middle names.

SMITH, JOHN ALLAN

SMITH, JOHN BRUCE

In the example above, the last and first names are the same. However, the middle names are different. The A in ALLAN comes before the B in BRUCE. Therefore, SMITH, JOHN ALLAN is filed before SMITH, JOHN BRUCE.

Q: Which one of the names below comes first?

BROWN, ROBERT JOHN
BROWN, ROBERT CARL
BROWN, ROBERT WILLIAM

A: _____ (Turn the page to check your answer)

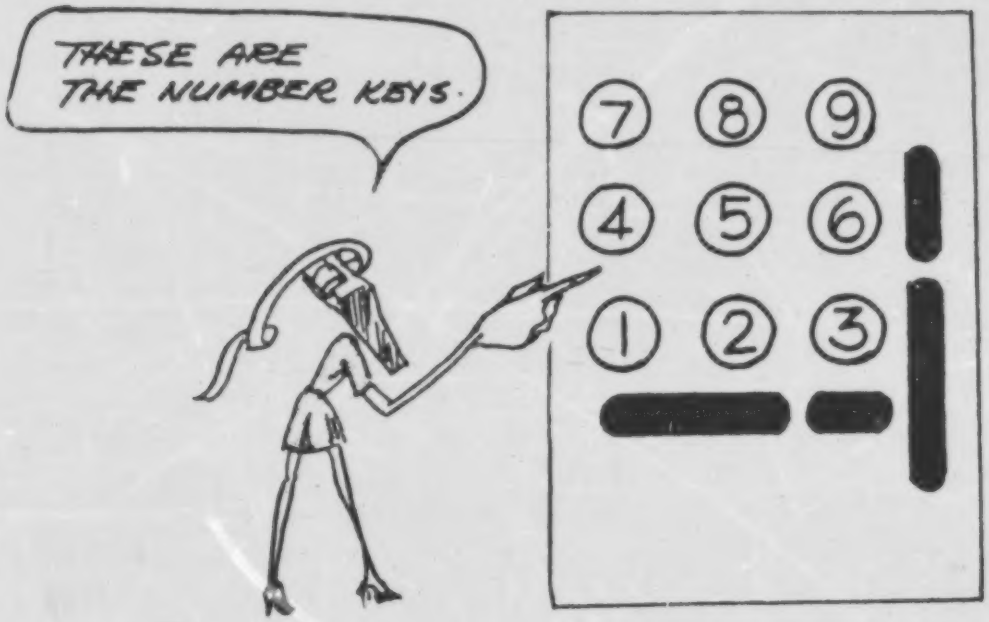
Sample Page - Adding Machine

A'

ANSWER Clear Lever.

READ The keyboard of your adding machine has keys for the numbers 0 thru 9. These keys are called number keys.

Find the 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 keys.



QUESTION: Complete the following statement.

The keys from 0 to 9 on the 10-key adding machine are called _____ keys.

Turn to the next page.

THIS SIMULATED BUSINESS OFFICE PROJECT REPRESENTS THE MAJOR PART OF THE SENIOR YEAR IN THE LABORATORY

Wyoming ENTERPRISES

CLERICAL SKILLS LABORATORY PROJECT

PAINT

and PAINT PRODUCTS

SCHOOL DISTRICT OF PHILADELPHIA
Division of Vocational Education - Bu...

Sample Page

WYOMING ENTERPRISES EMPLOYEE EVALUATION FORM

DEPARTMENT MANAGERS: You are to use this form to evaluate each employee. For each factor, select the group of words which describes your judgment of the employee and circle the appropriate point value. When you have rated the employee on all factors, add the points and record the total score. Return this form to the President.

NAME_____ DEPARTMENT_____ JOB TITLE_____

DATE_____ RATING COMPLETED BY _____ TITLE _____ TOTAL POINTS_____

1. KNOWLEDGE OF JOB Does the person know what to do and why?	HAS EXCEPTIONAL KNOWLEDGE OF JOB 10	HAS GOOD KNOWLEDGE OF JOB 8	REQUIRES A GOOD DEAL OF COACHING 6	HAS LITTLE KNOWLEDGE OF JOB 4
2. QUALITY OF WORK Does completed work meet high quality standards? Regardless of amount done, is work neat and accurate? How frequent and serious are errors?	HIGHEST QUALITY 15	WELL DONE 12	FAIR 9	POOR 6
3. QUANTITY OF WORK Consider the amount of work done under normal conditions? Is the workflow kept moving? Does he produce the quantity he should for each task?	LARGE QUANTITY 15	GOOD QUANTITY 12	FAIR QUANTITY 9	POOR QUANTITY 6
4. ATTENDANCE & PUNCTUALITY How is his record of absence and lateness?	RARELY ABSENT OR LATE 15	OCCASIONALLY ABSENT OR LATE 12	FREQUENTLY ABSENT OR LATE 9	UNDEPENDABLE 6
5. ATTITUDE Consider attitude toward work, company, and associates: Does he "pitch in"? Does he work smoothly with others? Does he make an effort to understand and observe company policies? Is he willing to do the less desirable tasks?	EXCELLENT ATTITUDE 20	GOOD ATTITUDE 16	FAIR ATTITUDE 12	POOR ATTITUDE 8
6. RELIABILITY Can he get the work out under pressure? Can he be depended upon to complete work satisfactorily and on schedule? Is he willing to dig in to meet peak loads? Does he "keep his cool"?	CAN ALWAYS BE COUNTED ON 15	GENERALLY CAN BE COUNTED ON 12	SOMETIMES CAN BE COUNTED ON 9	RARELY CAN BE COUNTED ON 6
7. PERSONAL CHARACTERISTICS Consider appearance, personality, and housekeeping: Is he capable of representing the company over the phone or directly with the public? Does he dress suitably for the job? Is the general impression one of neatness & cleanliness? Does he keep his desk or work area orderly?	EXCELLENT 10	GOOD 8	PASSABLE 6	GENERALLY POOR 4
TOTALS				

Form B-102 (WEBO) 72

STUDENTS CAN BE RATED BY THE TEACHER OR THEIR DEPARTMENT MANAGERS BY THE USE OF THIS EVALUATION CHART

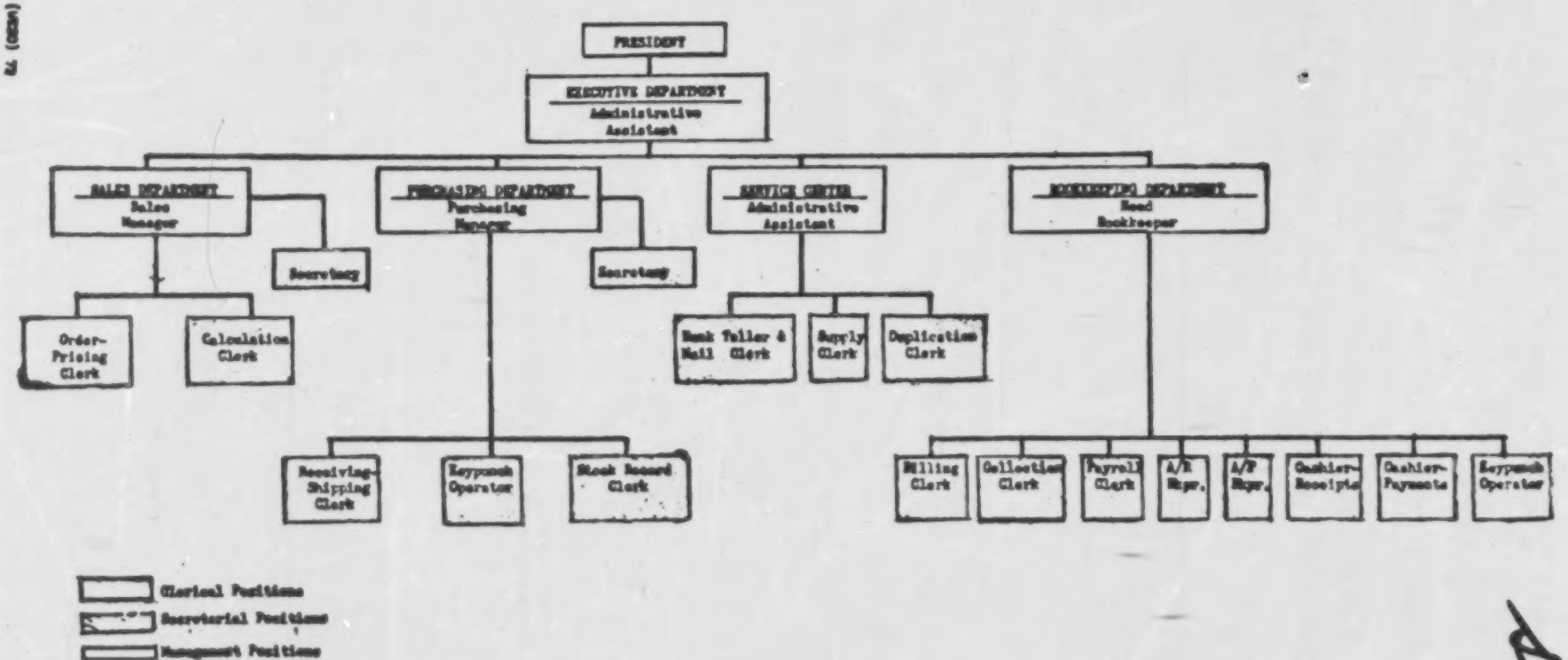
THIS REPRESENTS THE ORGANIZATIONAL CHART WHICH

SHOULD BE USED WITH THE WESO SET

Form 6-103 (WESO) 75

WIGGINS ENTERPRISES

Organization Chart



Sample Page

Sample Page

WYOMING ENTERPRISES SIMULATED OFFICE

Salary Schedule

Job No.	DEPARTMENT AND JOB TITLE	Hourly Rate	Daily Rate	Weekly Rate	Yearly Rate
	EXECUTIVE DEPARTMENT				
1	Administrative Assistant	$3.00	$24.00	$120.00	$6240.00
	SERVICE CENTER				
2	Bank Teller and Mail Clerk	2.00	16.00	80.00	4160.00
3	Supply Clerk	2.00	16.00	80.00	4160.00
4	Duplication Clerk	2.00	16.00	80.00	4160.00
	PURCHASING DEPARTMENT				
5	Purchasing Manager	3.00	24.00	120.00	6240.00
6	Purchasing Manager's Secretary	2.50	20.00	100.00	5200.00
7	Receiving-Shipping Clerk	2.00	16.00	80.00	4160.00
8	Stock Record Clerk	2.00	16.00	80.00	4160.00
20	Keypunch Operator	2.00	16.00	80.00	4160.00
	SALES DEPARTMENT				
9	Sales Manager	3.00	24.00	120.00	6240.00
10	Sales Manager's Secretary	2.50	20.00	100.00	5200.00
11	Order-Pricing Clerk (A-H,I-Q,R-Z)	2.00	16.00	80.00	4160.00
12	Calculation Clerk (A-H,I-Q,R-Z)	2.00	16.00	80.00	4160.00
	BOOKKEEPING DEPARTMENT				
13	Head Bookkeeper	3.00	24.00	120.00	6240.00
14	Collection Clerk	2.00	16.00	80.00	4160.00
15	Billing Clerk (A-H,I-Q,R-Z)	2.00	16.00	80.00	4160.00
16	Accounts Receivable Bookkeeper (A-H,I-Q,R-Z)	2.00	16.00	80.00	4160.00
17	Accounts Payable Bookkeeper	2.00	16.00	80.00	4160.00
18	Cashier-Receipts	2.00	16.00	80.00	4160.00
19	Cashier-Payments	2.00	16.00	80.00	4160.00
20	Keypunch Operator	2.00	16.00	80.00	4160.00
25	Payroll Clerk	2.00	16.00	80.00	4160.00
	OUTSIDE WORLD				
21	Customers' Manager	3.00	24.00	120.00	6240.00
22	Customers' Secretary	2.50	20.00	100.00	5200.00
23	Customers' Bookkeeper	2.00	16.00	80.00	4160.00
24	Suppliers and Servicers	2.50	20.00	100.00	5200.00

Sample Page

PURCHASING MANAGER

WESO
Job No. 5
Job Description

JOB DESCRIPTION:

1. You are the person in charge of the Purchasing Department.
2. You will make sure that all work is correctly prepared in your department.
3. You will keep a record of all paint and paint supplies purchased.
4. You will approve requests for the purchase of products by other departments.
5. You will keep a proper supply of paint and paint products in stock.
6. You will purchase products that are not kept in stock. (We stock only VARCRAFT products)
7. As our line of products grows, you will keep inventories for these items.

THIS ILLUSTRATES THE VARIOUS DUTIES ASSIGNED TO THE PURCHASING MANAGER

SUPPLIES NEEDED:

9601 Purchase Record
9602 Purchase Requisition
D-2 Record of Special Orders
D-11 Routing Check List
D-14 Number Sheet
D-41 Stock Record Data for Ledger Headings
D-43 Wholesale Price List
Stapler

STAMPS: Date

MACHINES USED:

Typewriter (electric)
Calculator

Sample Page

PURCHASING MANAGER

WESO
Job No. 5
Page 1

YOU WILL GET — Purchase Record (9601). This is a record of all VARCRAFT products we buy.

FROM — SUPPLY CLERK

WHEN — At the beginning of the year

YOU DO

1. Make out one Purchase Record (9601) for EACH item of Varcraft paint and paint supplies.

2. Fill in the information needed on the top half of the 9601 for Varcraft products only. See Wholesale Price Lists (D-43) and Stock Record Data for Ledger Headings (D-41).

   a. Fill in all items at the top of the 9601.

   b. Enter Wholesale Prices under the heading Quotations.

      (1) Vendor--VARCRAFT
      (2) Unit price, % Trade Discount, and Quality Discount--as listed on Wholesale Price List.

   c. Be sure you have one Purchase Record card (9601) for each size and color of paint and paint supplies.

3. When a product is ordered, make an entry on the Purchase Record (9601) under the heading, Ordered. See page 7.

4. When the product is received, make an entry on the Purchase Record (9601) under the heading, Received. See page 8.

THIS SET OF INSTRUCTIONS SHOWS THE PURCHASING MANAGER HOW TO COMPLETE A PARTICULAR FORM. THIS FORM IS SHOWN ON THE NEXT PAGE.

YOU GIVE TO — No one

YOU FILE — Yes

Where — Unfinished work file

How — Keep 3 separate piles: Enameloids, Latex Paints, and Paint Supplies. Then file each pack alphabetically by Color or Type of Item. Finally, file them by SIZE.

With — Nothing

Name of contact person Mrs. Charlotte C. Tucker

Name of program Office Practice for the Disadvantaged

Address of program Marraguagus High School

Harrington, Maine 04643

Please identify handicap/disadvantage and age group for which program was developed. High School juniors and seniors

1. LENGTH OF PROGR M:

400 minutes a week for the school year

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Duplicating equipment:			
Fluid duplicator	Hyer Mark 3		2
Dry Photo Copier	3M		1
Mimeograph	Roneo	M 350	1
Electric Mimeograph	Roneo		1
Thermal Copier	3M		1
Typewriters:	IBM	Delectrics	8
Adding Machines:			
10-key electric	Olivetti		1
10-key electric	SCM Marchant		1
Calculators:			
Rotary	Marchant electric		1
10-key print out	Marchant electric		1
	Sharp	804	3
Dictaphones:			
	Stenorette		1
	Norelco		2
Mimeoscopes:			
	A B Dick		1
	A B Dick, electric		1
Record Player	General Electric, Solid State		1
Telephones	One outside line and 2 interoffice		3
Storage cabinets			2
File cabinets:	4-drawer		1
	2-drawer		2
Desks			14
Overhead Projector			1
Apex program	3-M		

4. CURRICULUM: (Please give rationale for each unit or module.)

Apex (American Paper Exporters) is a fictitious company which has many branch offices with a main office in Washington, D. C. The product is information in the form of statistical reports, compiled within the office, and a newsletter; these are sold to subscribers.

Ability to type is the one basic requirement.

Within the orientation period, students are made acquainted with the program and what will be expected of them as employees. Included in this period is a description of the various jobs, also the filing systems which the business uses:

Date
Numeric
Alphabetic
Subject

Jobs that are available are: receptionist, regional clerk, subscribers file clerk, mail clerk, payroll clerk, typist, general file clerk, inquirers file clerk, machines operator, billing clerk, design and copy clerk, stockroom clerk.

Students make out applications for the jobs of their choice and are interviewed, and eventually "hired." From this time onward, the relationship is employer-employee, with the teacher serving as manager.

Each employee has a handbook and learns her job with as little assistance from her employer as possible.

The input of mail is regulated by the manager in the form of letters of inquiry, letters subscribing to services, letters requesting information. Some of these may be handled routinely by being composed by the employee, some result in orders to be billed by the billing clerk, and some are dictated (either to shorthand writers or on the dictaphone).

(There are about 70 pieces of mail to be processed while one set of statistics is being prepared and a newsletter is being prepared and printed. This results in one unit of work)

Payroll records:
payroll records are kept with State and Federal tax deductions
each employee is paid by check (which reflects his rank)
overtime is granted upon request.
absences result in loss of pay.

Postal services:
addressing envelopes
supplying zip codes on incoming mail
weighing overweight mailings
postage is Easter and Christmas seals
mailing letters and bills

Stock control:
is the various forms used in the office and are reproduced by the machines operator
inventory is kept of all forms on hand and a form is replenished when the stock becomes depleted

5. COMMENTS:

Purchasing:
actual purchasing of supplies needed within the office is done by the employee

Receptionist duties:
placing calls
telephone manners
taking messages
relaying messages
receiving guests
handling the guest book
conducting tours

Cost accounting:
reports made by the regional clerks
reports compiled from raw material supplied by 50 reporting mills
labor/operating reports
production/capacity reports
monthly summaries
quarterly summaries
use of calculators
checking for accuracy
These reports are duplicated by the machines operator and mailed to our subscribers.

Filing:
subscribers file (filed numerically by code)
inquirers file (alphabetical)
general file (alphabetical)
card file (of subscribers)
employees file (application, evaluation, and all related materials of each employee)
billing file (filed by renewal date)
card tickler file (for subscribers code number)

Billing:
all subscribers
all renewals
credit memorandums for overpayment
cover letters where required

As an employee becomes proficient in her job, she is promoted to another. This results in a complete rotation of jobs about every 4 weeks. The new employee is taught her job by the retiring employee in any particular job. Each promotion means an increase in wage rate. An employee is ellibible for a position as department manager after she has held 3 different jobs with another resultant increase in pay.

At periodic board meetings, office policy is discussed, employees present information on such subjects as office etiquette, travel itineraries, dress, letter styles. Field trips are planned and arranged, and job movements to the office are considered.

This is a relaxed type of learning which is very close to the "real thing." The various office duties are integrated into a meaningful whole. This is our first year with the program and I would highly recommend it.

Name of contact person: Susan Krzyskowski or Earl Baumunk

Name of program: Special Needs Occupational Preparatory & Co-op Program
Office Preparation (General Clerical)

Address of program: Harrison High School
29995 West Twelve Mile Rd.
Farmington, MI 48024

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged - 16 and over, 11th and 12th grade

1. LENGTH OF PROGRA :

Usually a one year program, unless a student needs further training. Students are placed on part time jobs when they are ready, while continuing with the class.

2. AVERAGE NUMBER OF STUDENTS: 14

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters	Olympia--electric	50	17
Duplicating Equipment			
Spirit Duplicator	Standard	Astro II	1
Mimeograph	Gestetner		1
Thermal Copier	Standard		1
10-key machines			
Adders	Victor		5
Electronic Printing Calculator	Victor		1
Electronic Calculator	Victor	83	1
Desks		L-shaped	24

4. CURRICULUM: (Please give rationale for each unit or module.)

Career Research:

This is a unit taught at the beginning of the year to help students determine what area of clerical work they are interested in. Each student selects three careers he would like or is interested in, researches each, interviews a person in that job, prepares a typewritten report and gives an oral presentation.

* Mainly through the Occupational Outlook Handbook.

Typing:

All business forms--letter, envelope, memo, short report, purchase requisition, purchase order, invoice, agenda, pamphlet, table, postcard, telegram, etc.
Preparation and running of ditto and stencil
Use of zip codes

The ability to type accurately is necessary for the majority of entry level office jobs. Therefore, the teaching and/or review of the typing skill is an essential part of the program. Basic English skills are also reviewed in conjunction with the typing. If a student needs more than a review, he is put on a programmed English unit.

Computational Skills:

Addition, subtraction, multiplication, division of whole numbers, fractions, and decimals
Percents and Percentage
Use of the ten key adder, printing calculator, and electronic calculator

The degree of ability in this area is determined by a pre-test the first week in class. Review is based upon that test. The use of the calculating equipment is used to reinforce the computational skills, as well as train the students to handle business forms, such as purchase orders and invoices.

Telephone Techniques:

Telephone manners
Taking messages
Placing telephone calls

The tele-trainer from Michigan Bell Telephone is used to teach basic telephone techniques. A telephone system is not available in the classroom. This unit is very essential and all students participate and practice until they are successful in placing a call and taking a message properly.

Filing:

Alphabetic
Geographic

This is an essential skill, and all students learn to file.

Retail Sales:

Making change
Sales tax

This is a distributive education area, but it is really essential to every person. Many students would not get this basic training anywhere else.

Job Getting Techniques:

Grooming
Attitude and Attendance
Application blank
Data Sheet
Letter of Application
Interview
Follow-up

The first two items are stressed all year. The remainder are covered very specifically during the second semester. A variety of methods are used to aid in teaching this most important unit, such as:

Transparencies on job getting techniques
World of Work 2--Getting a Job (cassette/workbook)
Mock interviewing with employers

The students type their data sheets on stencils and produce several copies to take with ther on interviews. They also put together a work folder which contains samples of the various kinds of typing tasks they have completed. This they can also take with them for an interview.

5. COMMENTS:

Students are in class for a three period time block. Much of the first semester is spent in group work, while during the second semester students work on an individual basis. A time clock is available part of the year and during this time students clock in and out and figure payroll.

Name of contact person Rosalind B. Eskew

Name of program KWIK COPY, INC. (Sarasota County Student Center)

Address of program 4450 Beneva Rd.

Sarasota, FL 33581

Please identify handicap/disadvantage and age group for which program was developed. Educable Mentally Retarded - Jr. High & High School

1. LENGTH OF PROGRAM:

We have a centralized system for the mentally handicapped child. During the ninth grade students are channeled into the business area. These students are exposted to the machines available in the business lab for a limited time. During their tenth year we concentrate on developing skills on these machines. By mid-term of the eleventh year we try to have the students ready for partial employment and full-time employment during their twelfth year.

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters:			
	IBM	Selectric	4
	Royal	560	1
	Royal	470	5
	Royal	440	2
	Royal	440 (Primary)	1
	Remington	Standard	2
Duplicating Equipment:			
Copy Machine	Copy Machine (AB Dick)	675	1
Offset Duplicator	Offset Duplicator "	331	1
Spirit Duplicator	Rex Rotary	R-15	1
	Standard Rocket	ERA	1
Mimeograph	Rex Rotary	M-4	1
Automatic Folder			
10-Key Machines:			
Adding Machine	Victor (Printing)	7-57-54	1
Printing Calculators	Victor	19-4462S	10
Full Board Machines:			
Adding Machine	Victor (Printing)	16-83-54	1
Cash Register	Victor		1
Paper Cutter	Adana	34 x 29	1
File Cabinets	Steelmaster	4-drawer legal	2
Desks 19-1/2 x 47-1/2 plus 17-1/2 x 23-1/2 typing return			12
28 x 54 plus 18 x 24			2
Chairs, Secretarial	Sturgis	506-471	14
Padding Rack			1
Mimeoscope	AB Dick	4	1
Tape Printer	Kalograph	KTM-10	1

4. CURRICULUM: (Please give rationale for each unit or module.)

I. Typing
   A. Introduction to Keyboard Town Typing Method
   B. Learning the main operative parts of typewriter and their use
   C. Learning to type various business forms and papers

Typing helps mentally retarded students to improve their impression of themselves. Perhaps they will only be able to do copy typing, but developing a skill equal to that which is accomplished by their peers must be of great benefit to these exceptional youngsters. Many other related tasks can be taught with the aid of the typewriter.

II. Filing
   A. Filing personal names
   B. Filing business names
   C. Filing as a procedure

All students in business related jobs need to know the basics of filing--filing and finding business records, alphabetic correspondence filing, and something of records management.

III. Duplication
   A. Introduction to:
      1. Liquid duplicator
      2. Mimeograph
      3. Photo copier
      4. Offset press
   B. Learning the operational skills, proper care and cleaning of the above-mentioned machines.
   C. Learning the general safety rules and regulations in effect in the Kopy Center.

Here in our Kwik Kopy, Inc. we try to bring together all the necessary skills, work habits, and attitudes necessary to be successfully employed.

IV. Calculations
   A. Introduction to:
      1. 10-Key Adding Machine
      2. Full Board Adding Machine
      3. Electronic Printing Calculator
   B. Learning the operational skills, proper care and favorable machine attitude when operating the above-mentioned machines.

We try to help the student learn to choose the correct process, then solve their problem with the aid of one of the calculating machines. These machines are used in business offices and the students are encouraged to become skillful in solving business problems.

V. Office Procedures & Telephone Operation
   A. Learning the acceptable attitudes and work habits necessary for employment in the business area--personal characteristics
   B. Bringing together all the skills already learned and applying them to a specific job profile.
   C. Students get on-the-job training in mail handling, telephone skills, and demonstrate receptionist duties in the school library, guidance office, and in the office of the principal's secretary.

Because our school is centralized we are quite flexible in scheduling our students for actual experience. Since we are all working with only mentally handicapped students, we are constantly evaluating and rewriting curriculum to meet the current needs of our charges. Many changes come as a result of feedback from employers.

CURRICULUM: (Cont.)

VI. Checker-Cashier

A. General store policies of a supermarket
B. Duties of the checker-cashier
C. Good Customer Relations
D. The transaction
    1. Ringing the order
    2. Handling of coupons
    3. Handling of taxable items
    4. Accepting checks
    5. Bottle deposits and refunds
    6. Over-rings, under-rings, and departmental errors
E. On-the-job experience in our short order kitchen (homemaking class)

5. COMMENTS:

We believe that the Business Education program is a life-oriented curriculum. It prepares the student and provides for him social and business knowledge enabling him to learn salable skills, contributing toward becoming a worthwhile and "tax-paying not tax-eating" citizen.

The ultimate goal of our program in Business Education in Sarasota County is to give the student a feeling of belonging in the World of Work. We try to help the student develop desirable work habits and attitudes, to enable him to manage his own personal business affairs, and to help him find his own entry level job.

In pursuing this goal we decided to set up our class as an actual business: KWIK KOPY, INC. Here we type, duplicate, collate, fold, staple, cut, and pad work for teachers to use in their classrooms. We also, in conjunction with one of the communication classes, publish a newspaper. As an added attraction we sometimes do folding of letters and stuffing envelopes and various other jobs for service organizations in our community.

Our campus work program is especially suited for the students trained in office-related jobs. We are furnished with job descriptions from the various offices and teachers who desire a campus worker. That job description is covered carefully with all students, then the students have an option to fill out an application for the job. On this job application they must get the recommendation of at least two teachers. The student is then called in and interviewed by the vocational coordinator and either placed on the job or rejected. We presently have twenty-two students working at least one period a day as office aides, teacher's aides, or lunchroom assistants with the young deaf children or the trainable youngsters.

In our off campus work program we have students in the following jobs: cashier at a building supply house, two offset press operators, library assistant at the public library, two stock clerks at a department store, stock clerk at a small dress shop, and two cafeteria workers.

Since the founding of our centralized system for the EMR students some five years ago, a remarkable change has come over these students. They arrive at school early and immediately go to work without being prompted. Since they now compete with students of like ability, they have had success; they have produced actual work which people use; they have developed salable skills with which they can earn a wage. Therefore, their self image has improved tremendously. There have been noted changes in their behavior, attitudes, work habits, dress, and educational goals. Jobs, at which they are now succeeding, they once thought completely out of their reach.

KWIK KOPY, INC. has involved students with the working world--the exacting demands; the need for organization and planning; the carrying through of the plans--above all, it has provided the students with success.

Name of contact person Mr. James S. Williams, Supervisor of Training

Name of program Business Education

Address of program Eastern Kentucky Comprehensive Rehabilitation Center

Please identify handicap/disadvantage and age group for which program was developed. Physically and Mentally Handicapped - ages 16 through 65

1. LENGTH OF PROGRAM: 13 months

2. AVERAGE NUMBER OF STUDENTS: 12 per class

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Duplicating Equipment:			
Spirit Duplicator	Heyer	06-86-70-607	1
Electrostatic Copier	A. B. Dick	675	1
Dry Copier	3-M	209	1
Fluid Duplicator	A. B. Dick		
Typewriters:			
	IBM	Selectric	12
	IBM	Selectric II	1
	IBM	Executive	4
	IBM	Standard D	1
Transcribers:			
	IBM	Executary 172	8
	IBM	Executary Combination 273	3
	IBM	Transcriber Skill for Word Processing pkg.	6
	IBM	Executives Training pkg.	4
	IBM	Composer Training pkg.	1
Calculators:			
	Victor	06-73-85.54	2
	Victor	06-811421	1
Adding Machine:			
	Victor (full key)	06-16-83-54	1
	Victor (10 key)	06-17-83-54	2
Cash Register:			
	Victor	06-X-6	
File Cabinet:	Steelcase	5 drawer	3
Desk:	Height range from 28-3/4 to 30-3/4 with L extension to be 26" to 28"		

4. CURRICULUM: (Please give rationale for each unit or module.)

Business English & Vocabulary:
Vocabulary
Business English

To insure the student has enough basic vocabulary and possesses enough language skills to successfully pass the state, civil service and private industry section of test dealing with vocabulary and language skills. Also to enable the student to be better equipped for transcription and general office language requirements.

Typewriting:
Beginning Typing (Unit I)
Intermediate Typing (Unit II)
Advanced Typing (Unit III)
Typing (Unit IV)
Special Typing

In typing units I - IV, all students must have a minimum speed of 40 WPM for five minutes within a three error limit for a passing grade. It is desired they have a much faster speed for the stenographic D.O.T.'s.

Special typing is taught to students with the use of only one arm and/or hand. These students are taught the basic keyboard and typing procedures.

Business Math & Recordkeeping:
Business Math
Recordkeeping

Business math is taught to refresh the student's knowledge of mathematic fundamentals and to develop the ability to apply these fundamentals to office occupations. Also, to assure the student will be able to successfully complete and pass the general math questions on merit, civil service, and private job tests for entry on the general office clerk level.

Recordkeeping is taught to equip the student with the ability to deal with records which he may encounter in the business office or in a small business.

Accounting:

The Accounting course is designed to give the student the necessary knowledge of accounting principles and procedures to enable him to qualify for the position of accounting clerk.

The student will demonstrate his knowledge of accounting principles and procedures by completing daily exercises, unit tests, and supplementary practice sets with 95% accuracy.

CURRICULUM: (Cont.)

Shorthand:

The student will be able to write unpracticed, unpreviewed shorthand at the minimum rate of 80 WPM for three minutes at least twice or for five minutes at least once and to transcribe this dictation with 95% accuracy within thirty minutes. The student will develop sufficient skill in dictation and transcription to enable him to pass the shorthand portion of the Civil Service and State Merit Exams.

Office Practice:

The Office Practice course is designed to develop skills in the handling of materials, techniques, and methods necessary for the efficient office worker.

For those students who cannot qualify for the position of Stenographer, General Office Clerk, or Accounting Clerk, modules are included in the Office Practice Course to qualify them for lesser DOT job descriptions such as Cashier Checker, Mimeograph Operator, File Clerk, and others.

The student will demonstrate his skills in office procedures and communications through assignments, role-playing, written and oral tests, and on-the-job performance.

5. COMMENTS:

This training area is arranged so all types of handicapped people can operate in this area. If ramps are needed to get to machines, we build them, if desks are needed to be raised or lowered to fit the student's needs, this is done.

Students in each class number no more than 12. This is done so the instructor can have better working arrangements to work with each student. The student is working on his own level and rate of speed. We feel this is needed so the students can have more individualized attention and instruction.

Students are enrolled in class at any time until the number of 12 is reached in each area and then that area is closed until someone either graduates, drops out, or is terminated. So far, this has been working on a pretty good arrangement, but we know we will probably have a few problems at a later day. We are trying to made ourselves ready for this when the time comes.

Name of contact person Chester R. Anderson, Specialist III

Name of program Business Education and Keypunch

Address of program R. J. DeLano School

3708 Linwood Boulevard

Kansas City, Missouri 64128

Please identify handicap/disadvantage and age group for which program was developed. Orthopedically handicapped; Educable mentally retarded; DeLano High School graduates who wish to develop salable skills; Students with one or more of the above named handicaps who are school dropouts.

1. LENGTH OF PROGRAM: Open entry/Open exit
   Note: For students enrolled at DeLano (high school) the program was opened to them January 28, 1974.

2. AVERAGE NUMBER OF STUDENTS: 20 high school students and ungraded specials plus 3 adults.

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY

R. J. Delano School

3. Equipment:

Item	Make	Model	Quantity
Cassette Player/Recorder	BSAF	9200	1
Cassette Players	Audiotronics	145	3
Cassette Players	Sharp	RD-455AV	2
Desk Top Viewers	Sawyer (GAF)	609]008	3
Dictaphone (Cassette)	Dictaphone Corp.	241	1
Projectors, Slide	Kodak	E-2	3
Projectors, Rear Screen	Caramate by Singer	8806	2
Radio, AM/FM	Newcomb	AV-750	]
Adding Machines (Ten Key)	Olivetti	Electrosuma 23	3
Adding Machine (Ten Key)	Victor	(Premier)	]
Calculator, Electronic	Burroughs	J]000	]
Calculator, Printout	Burroughs	C2000	]
Calculator, Printout	Victor	84444]	]
Transparency Master Maker	A. B. Dick	204	]
Mimeo Stencil Printer	A. B. Dick	525	]
Spirit Duplicator	A. B. Dick	2]7	]
Mimeoscope	A. B. Dick	5	]
Overhead Projector	3M Co.	567-RCG	]
Projection Table	3M Co.	26-E	]
Portable Screen (Tripcd)	3M Co.		]
Keypunch Machine	Univac	170]	]
*Student Work Centers (48x60 plus 30x60) Tables - Adj. height			4
Student Work Centers (Standard desks w/ typing return)			2
File Cabinet (4-Drawer)	Haskell		]
Book Cabinet (3-Shelf)	Haskell		]
Study Carrels	Arto Bell	1301	3

*Student work center tables: Arto Bell Co.

Typewriters, Selectrics	IBM		3
" Selectric II			]
" Executive			]

4. Curriculum: (Please give rationale for each unit or module)

(1) Typing I - Emphasis is placed on training in the operation of machines that the student will encounter in "on the job" situations.

Typing I is the first in a series of four individualized typing courses designed to provide the student with a mastery of the touch typewriting system and an introduction to the basic business forms.

The course is also designed to give the review student a thorough review of the typing of letters, manuscripts, tabulation problems, and business forms.

Typing II - Designed to further skills in typewriting through the preparation of various personal, business, and professional papers and forms representative of most office positions. Strict emphasis will be placed on the ability to follow directions in completing these problems.

Typing III - Presentations have been developed to help student learn the differences in operation of the IBM Executive Proportional Spacing Typewriter and other electric typewriters. There is a Learning Packet and two slide tape presentations.

Typing IV-(Expert) serves as a "finishing course" in the general area of typewriting knowledge and skill as he moves into the more specialized areas of his interests, such as the medical, legal, and/or technical secretary. The course is designed to sharpen student's spelling and vocabulary abilities. Strict attention will be paid to mailability of typed work.

Ten Key Adding Machine - This course offers skilled training in common business mathematics by the performance of "job problems". Emphasis is placed on neatness, accuracy, and concentration. Problems missed must be re-worked. The touch system is taught - with the goal of finely coordinated movements. (Performance tests given regularly.)

4. Curriculum cont.

* Shorthand I - The first in a series of four shorthand courses provides the beginning student with a knowledge of the Gregg Diamond Jubilee shorthand theory.

* Shorthand II - A continuation of Shorthand I designed to increase rate of taking and transcribing shorthand with intensive dictation and transcribing and reviewing correct punctuation practices and spelling.

* Shorthand III - IV- Shorthand III serves as a finishing course in Shorthandand is a prerequisite for Shorthand IV. It allows students to become expert in performance skills before moving into select areas in which student wishes to specialize. (Special areas would include legal, medical, educational and technical levels. Skill demonstration for producing mailable jobs, transcribing mailable letters with a minimum "production word per minute" score of 15 , plus ability to take new matter education related dictation at a minimum of 80 words a minute for three minutes, plus transcription (95% accuracy is the objective of this course.

* Filing Systems and Records Management - Designed to acquaint the student with themost common record management duties and the value of records to success in business. Performance record management functions attained through workbook exercises: creation and storage. Objectives are measured at checkpoint at end of each lesson.

* Business Math. - A course in the application of basic arithmetic fundamentals as they apply to the student, both in personal/business relations and those of potential office jobs.

* Keypunch - The primary objective of this course is to train typis to use the keypunch machine. A prerequisite is a typing skill of 30-40 words per minute. This course introduces student to the basic machine used in computor operations. As evidence of achievement, the student will be able to begin productive keypunch work at the end of the course.

5. Comments: The multi-media approach is used to individualize instruction in the DeLano School Business Education Laboratory.

Behavioral objectives are clearly stated for each lesson, either in reference manuals or through handout sheets (used for checkpoint evaluation, as well as lesson plans for each succeeding lesson.

For example, a course is introduced by a slide tape presentation. Succeeding lessons may be introduced by the same format, or the student listens to a lesson tape as he practices his machine. Shorthand, e.g., a brief quizz follows each lesson.

The student sets the pace, decides the time and effort he devotes to achieving the objectives of the course. Therefore, he is getting experience and training in assuming responsibilities.

Individual student folders contain record of achievement: checkpoint evaluation, testouts, performance drills.

NOTE: Business education instructional courses were designed for the DeLano School by the Business Education Division of State Fair Community College, Sedalia, Missouri. (Includes instructional tapes, slide tape presentations, business education plates, etc.)

Name of contact person Walter H. Becker, Supervisor Kathleen Lewis, Teacher

Name of program Business and Office

Address of program Vocational Education Department

Farmington State Hospital

Farmington, Missouri 63640

Please identify handicap/disadvantage and age group for which program was developed. Emotionally disturbed 12-65

1. LENGTH OF PROGRAM:

Individually developed according to abilities, previous training, length of stay and patient needs

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Duplicator	Speed-O-Print		1
Mimeograph	Speed-O-Print		1
Scope	Speed-O-Print		1
Printing Calculator	Victor		1
Auto Calculator	Victor		1
Ten-Key	Victor		2
Full-Key	Victor		2
Dictaphone	Victor		1
Manual Typewriter	Royal		3
IBM Selectric Typewriter	IBM		3

4. CURRICULUM: (Please give rationale for each unit or module.)

Prevocational education in business and office is intended to create readiness for specific training by using actual or simulated work tasks. A diagnostic profile is established and used to give both student and staff members regular and repeated appraisals of vocational direction and potential. The course is designed to cover broad areas within the field acquainting students with job opportunities, safety practices, materials and equipment commonly utilized.

The student is encouraged to relate his experience to the developing of interest and attitudes toward the world of work.

Vocational education in business and office occupations is intended for initial preparation, refresher training, and/or upgrading of individuals leading to employment in business and office occupations.

The program is organized to prepare the individual for (1) clerk typist or general office clerks, (2) office machine operators, and (3) general bookkeeping.

The individual shall be provided with instruction to develop a person's attitude, technical knowledge and salable skills. The curricular area shall be task oriented rather than a set length of time. Individual development and learning is a relative factor and individualization is essential in his milieu.

Special education offers related academic course work for students through the age of 20 and adult basic education offers related course work for those 21 years of age and older.

Individualized instruction in the following areas: Bookkeeping, Clerical Record Keeping, Business Math, Business English, Typewriting, Filing, Office Machines, and Office Practices.

A newspaper entitled The School Broadcast was published and written by business and office students. Papers were distributed to staff and patients. It was used as a learning vehicle.

A prevocational program in the morning involves social skills, employment, and career education. Students have access to psycho-motor classes and counseling within the department.

PREVOCATIONAL EDUCATION OBJECTIVES

1. To develop a broad and basic understanding of office occupations that is explorative in nature.
2. To develop an understanding of the type of work done in an office.
3. To develop safety habits in the office.
4. To develop interest and appreciation of office work.
5. To develop orderly procedure in doing a job.
6. To develop a basic knowledge of the typing keyboard.
7. To learn how to add, subtract, and multiply on the ten-key and full-key adding-listing machines and the printing calculator.

5. COMMENTS:

Copies of occupational readiness checklists are enclosed.

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

TYPING

PROF. LEVEL

	L	M	H
Safety			
Practices safety in office			
Insure safe conditions of machines			
Careful handling of machines			
Careful in storing combustibles			
Ventalization with solvents			
Posts warning of unsafe conditions			
Typing			
Machine orientation			
Arrangement of work area			
Part and parts operation			
Typing position			
Keyboard Orientation			
Alphabetic			
Numeric and symbolic			
Stroking technique and continuity			
Typing Abilities			
Tabulating procedure			
Proofreading			
Typing from dictation			
Typing from script			
Statistical memorandum typing			
Horizontal centering			
Syllable identification with dictionary			
Vertical centering - backspace method			
Announcements			
Personal notes			
Postal cards			

	L	M	H
Aligning type			
Personal and business letters			
Envelopes			
Rough draft typing			
Headings			
Main			
Secondary			
Spread			
Columnar			
Tables with columnar headings			
Outlines			
Manuscript (Short)			
Form and style			
Footnotes			
Timed writings (Manual and Electric)			

ONE MINUTE

WPM _____ ERS _____

FIVE MINUTES

WPM _____ ERS _____

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

OFFICE MACHINES

	PROF. LEVEL L	M	H
Safety			
Practices safety in office			
Insure safe conditions of machines			
Careful handling of machines			
Careful in storing combustibles			
Ventalization with solvents			
Posts warning of unsafe conditions			
Office Machines			
Ten-Key adding-listing machine			
Machine orientation			
Machine skills			
Addition			
Subtraction			
Multiplication			
Division			
General business problems			
Printing Calculator			
Machine orientation			
Machine skills			
Addition			
Subtraction			
Multiplication			
Division			
General business problems			
Full Keyboard Adding-Listing Machine			
Machine orientation			
Machine skills			
Addition			
Subtraction			
Multiplication			
Division			
General business problems			

	PROF. LEVEL L	M	H
Fluid Duplication			
Machine orientation			
Handling of supplementary equipment			
Operation of machine			
Procedure and skills			
Master preparation			
Typing			
Drawing			
Writing			
Colored carbon			
Correction method			
Finished product (Quality)			
Stencil Duplicator			
Machine orientation			
Handling of supplementary equipment			
Operation of machine			
Procedure and skills			
Stencil assembly			
Layout			
Stencil cutting			
Correction method			
Finished product (Quality)			
Transcribing Machine			
Assembling and operating machine			
Letter and envelope style			
Mailable material			
Copier			
Paper and copy placement			
General operation			

Rate for transcribing machine _____

Student's Name _____

Instructor's Name _____

Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

BOOKKEEPING

	L	M	H
Balance sheet	O	O	O
Opening entry	O	O	O
Debit and credit columns	O	O	O
Journalize transactions	O	O	O
Posting	O	O	O
Trial balance	O	O	O
Six column work sheet	O	O	O
Income statement	O	O	O
Close ledger	O	O	O
Purchases journal	O	O	O
Sales journal	O	O	O
Cash payments journal	O	O	O
Cash receipts journal	O	O	O
General journal	O	O	O
Adjusting and closing entries	O	O	O
Payroll	O	O	O
Depreciation	O	O	O
Disposal of fixed assets	O	O	O

Student's Name _____

Instructor's Name _____

Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

BUSINESS MATH

	L	M	H
Division	O	O	O
Addition	O	O	O
Multiplication	O	O	O
Subtraction	O	O	O
Aliquot Parts	O	O	O
S les Slips	O	O	O
Unit Prices	O	O	O
Average Prices	O	O	O
Fractions	O	O	O
Mixed Numbers	O	O	O
Commissions	O	O	O
Bonds	O	O	O
Stocks	O	O	O
Life Insurance	O	O	O
Savings Accounts	O	O	O
Automobile Insurance	O	O	O
Cost of operation of auto	O	O	O
Cost of using public travel agencies	O	O	O
Cost of shipping goods	O	O	O
Social security taxes	O	O	O
Social security benefits	O	O	O
Income taxes	O	O	O
Charts of business operations	O	O	O

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

OFFICE PRACTICES AND FILING

	PROF. LEVEL L	M	H
Safety			
Practices safety in office			
Insure safe conditions of machines			
Careful handling of machines			
Careful in storing combustibles			
Ventalizati .. with solvents			
Posts warning of unsafe conditions			
Office Practices and Filing			
General procedures			
Ability to follow directions			
Handwriting techniques			
Spelling			
Communication systems			
Telephone calls			
Switchboard			
Interoffice			
Petty cash			
Business letters			
Mail and messenger service			
Filing			
Rules			
Alphabetic			
Number			
Subject			
Geographic			
Business papers			
English			

Student's Name _____
Instructor's Name _____
Date _____

OCCUPATIONAL READINESS RECORD
PROFICIENCY CHECK LIST

RECORD KEEPING I & II

RECORD KEEPING I	PROF. LEVEL L	M	H
Safety			
Practices safety in office			
Insure safe conditions of machines			
Careful handling of machines			
Careful in storing combustibles			
Ventalization with solve ts			
Posts warning of unsafe conditions			
Record Keeping I			
Ability to follow directions			
Cashiers records			
Receipts and proof of cash			
Report forms			
Bank deposits			
Checks and Bank Statements			
Checkbook orientation			
Endorsements			
Bank reconciliation			
Petty Cash			
Buiget Records			
Receipts			
Payments			
Salesclerk Records (Retail)			
Sales slip and taxes			
Charge accounts			
Statement of account			

RECORD KEEPING II	PROF. LEVEL L	M	H
Ability to follow directions			
Purchase Records			
Inventory			
Purchase requisitions			
Purchase orders			
Purchase invoices			
Purchase journal			
Sales Records			
Sales orders			
Sales invoices			
Sales returns			
Allowance journals			
Sales journals			
Cash receipts journal			
Accounts receivable & statement			
Payroll Records			
Computation of wages and overtime			
Payroll books			
Social Security			
Withholding taxes (W-2)			
Distribution payroll			

Unit 10 -- Practice of Cumulative Learnings: _____

Grade: _____

General Observation from Unit 10 Practice: _____
_____
_____
_____
_____

Date Sent _____

OCCUPATIONAL EVALUATION

Name: _____

Building Trades

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Business and Office

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Food Service

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1 Poor

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Metals Cluster

Instructor: _____

Date: _____ Time: _____ hrs.

Willingness to take directions

Good 10 9 8 7 6 5 4 3 2 1

Cooperates and works with others

10 9 8 7 6 5 4 3 2 1

Physically able to perform work

10 9 8 7 6 5 4 3 2 1

Comprehends instruction and can apply himself (or herself)

10 9 8 7 6 5 4 3 2 1

Actual work performance

10 9 8 7 6 5 4 3 2 1

Remarks:

Name _____

Instructor _____

Date _____

PRE-VOCATIONAL READINESS RECORD

FOR Business and Office ED. CODE 20.0300

L M H

Safety

Practices of safety procedures ---------- 0 0 0
Insures safe working condition of equip- - 0 0 0
ment
Uses care in storing and using combustibles 0 0 0

Occupational Orientation ---------- 0 0 0

Typewriting

Practical and neat arrangement of work area 0 0 0
Familiar with parts and uses them properly - 0 0 0
Correct typing position ---------- 0 0 0

Keyboard Orientation

Is familiar with the numbers and symbols - 0 0 0

Stroking Technique and Continuity

Quick, snap stroke with immediate release - 0 0 0
Hands, wrists, and arms quiet and relaxed - 0 0 0
Uniform key-stroking action ---------- 0 0 0
Each key struck with proper finger ------- 0 0 0
Returns carriage quickly at end of lines - 0 0 0
Right thumb curved--on or close to space - 0 0 0
bar
No pause before or after spacing --------- 0 0 0
Eyes kept on copy ---------- 0 0 0
Rhythm pattern fluent and continuous ----- 0 0 0

Typing Abilities

Can correctly tabulate items ---------- 0 0 0
Can horizontally center items ---------- 0 0 0
Can type announcements neatly ---------- 0 0 0
Can type personal notes using correct form 0 0 0
Is able to find and correct typing errors - 0 0 0

Timed Writings

One minute: WPM _____ ERS _____

Three minute: WPM _____ ERS _____

L M H

Office Machines

Printing Calculator, Full-Key
and Ten-Key Adding-Using Machines
Demonstrate proper finger tech- - 0 0 0
nique
Locate and explain use of follow-
ing:
Repeat Key ---------- 0 0 0
Subtotal Key ---------- 0 0 0
Total Key ---------- 0 0 0
Subtract Key ---------- 0 0 0
Plus Bar ---------- 0 0 0
Demonstrate proper position at -- 0 0 0
machine
Given problems will be able to -- 0 0 0
add
Given problems will be able to -- 0 0 0
subtract
Given problems will be able to -- 0 0 0
multiply
Given problems add correctly ---- 0 0 0
using repeat key
Name home row keys ---------- 0 0 0

Working Characteristics:

Convey meaning through speech --- 0 0 0
Comprehends instructions and ---- 0 0 0
can apply himself
Physically able to perform work - 0 0 0
Actual work performance --------- 0 0 0
Class attendance ---------- 0 0 0

Personality Characteristics:

Personal appearance ---------- 0 0 0
Self control ---------- 0 0 0
Cooperativeness ---------- 0 0 0
Adaptability---------- 0 0 0
Reaction to criticism ---------- 0 0 0
Initiative ---------- 0 0 0
Interest in vocational area ----- 0 0 0
Follows directions ---------- 0 0 0
Participation in assignments ---- 0 0 0

Key To Grading: L - Limited--Does simple parts of task but requires close supervision.
M - Moderate--Performs tasks with limited supervision.
H - High--Can work independently (even show others).

Name of contact person Mrs. Elizabeth M. Foller

Name of program Clerical Skills Lab

Address of program Phoenixville Area High School
Gay Street & City Line Avenue
Phoenixville, PA 19460

Please identify handicap/disadvantage and age group for which program was developed. Disadvantaged- High School

1. LENGTH OF PROGRAM:

Two years- Students presently in the program are juniors. Beginning the 1974-75 school term it will consist of juniors and seniors.

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Spirit duplicator	A. B. Dick	217	1
Typewriters:			
Underwood Scriptor			
Olivetti Underwood Editor			2
Calculators:			
Print-out	Adler	1214P	2
Electronic read-out	Adler	1214	3
Printing calculator	NCR	18-38	1
Ten-key adding machine	NCR		1
File cabinet			1
File cabinets and drawers	Shaw-Walker		1 (Built-In Counter Unit)
Pacesetter	S. W. Pub. Co.	02930	1
Transcribing-Recording Units	IBM	273	2
Cassette Tape Player	Sharp	RD457AV	1
Stereo headphones	Sharp	HP-200	1
ON ORDER:			
Keypunch	IBM	029	1
Electric typewriters	Adler	21FS	5

4. CURRICULUM: (Please give rationale for each unit or module.)

Accounts Payable Clerk. Keeps records on what the company buys from other businesses. Also keeps track of the payments made to these businesses. Can tell the company how much it owes these businesses at any time. Makes sure the company pays its bills on time.

Accounts Receivable Clerk. Keeps records on customers and the amount of any purchases and payments they make. Sends out a statement to each customer every month to tell how much is owed.

Billing Clerk. Works with information supplied by other clerks to prepare an accurate bill for each sale that the company makes.

Clerk-Typist. Does a lot of different things each day. Needs a wide range of skills and abilities to cope with an ever-changing workload. May have contact with many people in and out of the company.

Credit Clerk. Helps determine credit limits--how much a customer can owe the company without having to pay his bill right away. Has to okay orders to make sure these customers don't go beyond their credit limit. Has to keep a lot of confidential records.

File Clerk. Puts business papers of all kinds in order. Stores papers in files and helps locate information on file whenever it is needed.

Mail Clerk. Sorts incoming mail for delivery within the company. Picks up mail from each department and gets it ready for delivery within the company or adds postage to get it ready for the post office. Moves around a lot. Meets and talks to a lot of people. Must stick to a pick-up and delivery schedule.

Office Cashier. Handles all cash and checks received by the company. Puts this money in the bank. Writes checks to pay the company's bills. Must keep correct records of what money the company gets and spends. Must keep money safe from loss.

Order Clerk. Works with orders from the customers. Makes sure orders are clear and correct. Then transfers all the order information to the company's order form.

Payroll Clerk. Works with confidential salary information, time cards, and tax tables to figure out how much money each employee has earned and how much he will actually receive. Must keep all payroll information confidential.

Personnel Clerk. Checks job applications, scores tests, and fills out forms for people applying for jobs. Keeps records for people already employed. Lots of contact with people in and out of the company.

Purchasing Clerk. Prepares purchase orders for things the company needs to run its business. When the things arrive, makes sure the company got what it ordered. Lots of contact with people in and out of the company.

Stock Control Clerk. Keeps records of the goods and supplies that come into and go out of the company's warehouse or stockroom. Asks for additional goods and supplies when quantities get low.

Traffic Clerk. Works with business forms needed to transport goods into and out of the company. Uses traffic charts to figure freight charges. Handles claims for lost or damaged shipments.

Typist. Types many different business papers—letters, memos, lists, envelopes, file cards, checks, tables, and so on. Works from rough copy. Checks work carefully and corrects errors if necessary.

CURRICULUM: continued on next page

5. COMMENTS:

Since this is a federally funded program and we have just applied for additional equipment, we are unable to outline our entire program for you. Acceptance of our second year proposal will not be known until later this year.

.. CURRICULUM: (con't)

Junior Year:

Additional materials and units are being prepared to be included with the above jobs for the junior year.

Senior Year:

This summer units will be planned and written for the senior program.

Name of contact person Ms. Linda S. Rice

Name of program DOVE Project (Clerical and Related Occupations)

Address of program Fairfield School

10th Avenue and Bruce Street

Huntington, West Virginia 25701

Please identify handicap/disadvantage and age group for which program was developed. Educable Mentally Retarded - High School

1. LENGTH OF PROGRAM:

The student must complete 1,800 Hours to receive a Vocational Certificate. Students in the program are freshmen, sophmores, juniors and seniors.

2. AVERAGE NUMBER OF STUDENTS: 12

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Typewriters (Elec.)	Smith-Corona	Secretarial 300	13
10-Key machines			
Adders	Adler	Mark 12	3
File Cabinets	HON	4-drawer letter	2
Cash Register	JCM		1
Tape Recorder	Avid	AAC 100	1
Duplicator	AB Dick	217	1
A I Typing			
Projector	Technicolor Cartridge	Model 1000B	1
Speaker			1
Sound Movie cartridges	Technicolor	(Phase I)	13
Daylight screen			1
Cassette players	Hitachi	TPQ-201	12
Cassette player	Hitachi	TPQ-200	1
File drawers	Luxor		2
A I cassette tapes		(Phase II)	298
Desks	Smith System	Student L-shaped	12
Overhead	Apollo 6		1
Typewriters (Elec.)	Olympia	50	17
10-Key machines			
Adders	Adler	Mark 12	1
Calculator	Sharp	CS-621	1
Teletrainer	Western Electric		1
File Cabinets		3-drawer Lateral	3
Overhead	Apollo 6		1
Tape Recorder	Hamilton	HA720	1

4. CURRICULUM: (Please give rationale for each unit or module.)

YEAR ONE - BEGINNING TYPEWRITING

Preparing to Type

Alphabetic Keyboard

Numbers

Symbols

Skill Building

Speed Building

Centering

Tabulation

Typing Postal Cards

Typing Letters

Addressing Envelopes

Art Typing

The student will be able to operate all parts of the typewriter necessary for producing a neat, acceptable copy and he will be able to touch type at a minimum of 15 GWAM for a 1-minute timed writing.

SECOND YEAR - OFFICE OCCUPATIONS I

I. Typewriting I
   - A. Preparing to Type
   - B. Alphabetic Keyboard
     1. Letters
     2. Punctuation
     3. Special Keys
   - C. Speed Building
   - D. Numbers
   - E. Symbols
   - F. Margin Planning
   - G. Centering
   - H. Tabulating
   - I. Typing Postcards
     1. Message side
     2. Address side
   - J. Typing Letters
     1. Personal
     2. Business
        a. block style
        b. modified block style

ITEM	MAKE	MODEL	QUANTITY
Duplicating equipment			
Spirit duplicator	A.B. Dick	227	1
Master/trp. maker	A.B. Dick	204	1
Copier	A.B. Dick	675	1
Offset Duplicator	A.B. Dick	326	1
Collator	A.B. Dick	ORD24	1
Folder	A.B. Dick	58	1
Platemaker	A.B. Dick	111	1
Exposure Unit	A.B. Dick	107	1
Electropunch	NSC		1
Paper drill	Challenge	JF	1
Paper Cutter	Challenge	HL	1
Light Table	Nu Arc	RR26	1
Light Table	Nu Arc	VLT23F	1
Light Table	Nu Arc	VLT18F	1
Jogger	Lectrojog	665	1
Binder	NSC	28-H	1
Stapler	Staplex	SS-45H	1
Stripprinter			1
Desks		student L-shaped	13
Paper Stacker			1
Paper stand (wire)			1
Portable screen			1
Keypunch	IBM	29	2
Projector	Dukane	14A650C	1
	Technicolor	1000 Model B	1
	Graflex	Auto-Vance Study Mate	1
Cassette Players	Hitachi	TPQ 201	4

4. CURRICULUM:

K. Typing Envelopes

1. Large
2. Small

L. Typing Reports

1. Outlines
2. Manuscripts

M. Art Typing

After demonstrating a working knowledge of the operational parts of the typewriter and mastering the entire keyboard, the student will demonstrate his ability to apply his typing skill to common business situations.

II. Business Forms

A. Sales Tax Chart

B. Sales Slips

C. Charge Slips

D. Credit Cards

E. Order Blanks

F. Statements

G. Receipts

The student will be able to correctly fill in various business forms and use a tax chart to figure West Virginia state sales tax on sales slips and order blanks.

III. Business English I

A. Plurals

B. Homonyms

C. Synonyms

D. Antonyms

E. Prefixes

F. Suffixes

G. Pronunciation

H. Verbs and Tense

I. Composition

J. Punctuation

K. Vocabulary

L. Spelling

The student will be able to apply basic language arts skills to clerical situations and develop a spelling vocabulary basic to adult communications.

4. CURRICULUM:

IV. Business Arithmetic I

A. Reading and writing numbers
B. Addition
C. Subtraction
D. Multiplication
E. Division
F. Decimals
G. Fractions and Percents

The student will be able to read and write numbers, and perform the fundamental mathematical operations.

V. Personal Qualities I

A. The World of Work and You
B. Personal Inventory
C. Health
   1. Proper rest
   2. Nutrition
   3. Cleanliness
   4. Exercise
D. Appearance and Grooming
   1. Skin care
   2. Hair care
   3. Teeth care
E. Posture and Poise
F. Dress
G. Voice and Speech
H. Manners and Attitudes

The student will be aware of the personal qualities expected of prospective employees and will work to develop good posture, grooming habits, and manners, as well as apply guidelines for dressing for work and school.

VI. Telephone Training I

A. Telephone Directory
   1. Introductory Information
      a. special services
      b. types of telephone calls
   2. Alphabetic Section
   3. Classified Section
B. Incoming Calls
C. Outgoing Calls

4. CURRICULUM:

D. Telephone Records

1. Messages
2. List of Frequently Called Numbers

E. Telephone Voice

While the student is learning to improve his telephone voice in this unit, he will be learning to use the telephone directory; how to place and answer local and long distance calls; and how to take accurate telephone messages.

VII. Money and Banking I

A. Counting Money

B. Making Change

C. Banking Services

D. Opening a Bank Account

E. Making Deposits

F. Writing Checks

G. Bank Statements

H. Budgeting Money

I. Practical Application

After demonstrating his ability to count money and make change up to $50.00 quickly and accurately, the student will be introduced to the facilities and services available to him from banks and be required to perform all operations related to opening and maintaining a checking account at a local bank. Also, the student will be responsible for budgeting small sums of money and shopping for the best prices.

VIII. Office Machines I

A. Cash Register

1. Jobs and Qualifications
2. Money Handling
3. Cash Register Procedure
4. Ringing Up Items
5. Check-Out Techniques
6. Special Situations

B. Ten-Key Adding Machines

1. Addition
2. Subtraction
3. Multiplication
4. Division

The student will develop entry-level job skills on the Cash Register and Ten-Key adding machine.

IX. Filing I

A. Alphabetic Filing Rules

1. Infividual Names
2. Business Names
3. Other Names

4. CURRICULUM:

B. Card Filing System

C. Correspondence Filing System

After learning the alphabetic filing system for individuals, businesses, and other names; the student will be required to set up and use a vertical card filing system and vertical correspondence filing system.

THIRD YEAR - OFFICE OCCUPATIONS II

I. Typewriting II

A. Keyboard Review

B. Numbers Review

C. Symbols Review

D. Speed Building

E. Erasing

F. Using Carbon Paper

G. Centering and Tables

1. Horizontal Centering
2. Vertical Centering
3. Tables without Column Heads
4. Tables with Column Heads
5. Skill Building

H. Business Forms

1. Horizontally Ruled Forms
2. Vertically Ruled Forms
3. Unruled Forms
4. Labels

I. Business Correspondence

1. Memorandums
2. Business Letters
3. Special Letters
4. Reports

J. Integrated Work Project

1. Service Office
2. Manufacturing Office
3. Retail Sales Office
4. Government Office

K. Special Typing

1. Masters
2. Offset Masters

The student will display entry-level ability to type tables, business forms, and business correspondence.

4. CURRICULUM:

II. Business English II

A. Sentence/Paragraph Structure
B. Nouns
C. Pronouns
D. Verbs and Tense
E. Descriptive Words
F. Composition
G. Punctuation
H. Vocabulary and Word Choice
I. Spelling

The student will understand and apply rules common to effective communications.

III. Business Arithmetic II

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Fractions
F. Decimals and Percents
G. Special Numbers Usage
   1. Measurement
   2. Time

The student will demonstrate the four fundamental mathematical operations and apply his skills to situations.

IV. Personal Qualities II

A. Personal Inventory
B. Health and Appearance
C. Business Manners
D. Personality
E. Attitudes

The student will understand and apply basic grooming and dressing principles.

V. Telephone Training II

A. Incoming Calls
B. Outgoing Calls
C. Special Situations
   1. Interruption of Call
   2. Transferring Calls
   3. Handling a Complaint
   4. Safeguarding Information

4. CURRICULUM:

D. Special Services

E. Telephone Records

1. Message Forms
2. List of Frequently Called Numbers

F. Telephone Voice

The student will place and answer telephone calls in a businesslike manner.

VI. Money and Banking II

A. Counting Money

B. Making Change

C. Banking Services

D. Checking Accounts

E. Bank Statements

F. Checkbook Reconciliations

G. Budgeting Money

H. Consumer Protection

1. Federal Income Tax
2. Social Security
3. Insurance

The student will be able to count money, make change, and use banking services to the degree that he is able to handle his personal finances adequately.

VII. Office Machines II

A. Printing Calculator

1. Addition
2. Subtraction
3. Multiplication
4. Division
5. Application

B. Adding Machine

1. Addition
2. Subtraction
3. Multiplication
4. Application

C. Fluid Duplicator

1. Machine Operation
2. Master Preparation

4. CURRICULUM:

D. Master/Transparency Maker

1. Master Units
2. Transparency Units
3. Lamination

The student will develop entry-level ability to operate the printing calculator, ten-key adding machine, and fluid duplicator.

VIII. Filing II

A. Alphabetic Filing Review

B. Subject Filing

C. Geographic Filing

D. Numeric Filing

E. Visible Card Filing System

F. Lateral Filing System

G. Open Filing System

The student will be able to use the alphabetic, subject, geographic and numeric filing systems.

IX. Processing Materials

A. Mailing Procedures

B. Delivery Services

The student will know the proper way to process incoming and outgoing mail for an office.

X. Keypunch

A. Orientation to Data Processing

1. Explanation of Data Processing
2. Manual Processing of Data
3. The Punched Card
4. Machines for Data Processing

B. Card Punch Machine Operation

1. Machine Preparation
2. Function Switches

C. Numeric Punching

D. Alpha-Numeric Punching

E. Speed Building

1. Numeric
2. Alpha

F. The Punched Card

G. The Program Card

H. Applied Keyboard Practice

4. CURRICULUM:

I. The Keypunch Machine

J. Applied Machine Operation

K. Keypunch Projects

1. Authorizations for Mailing Checks
2. Change of Address Forms
3. Hospital Admission Forms
4. Accounts Payable Vouchers
5. Library Shelf Cards
6. Student Course Cards
7. Recording Credits
8. New Bank Accounts
9. Inventory Control
10. Department Store Charge Accounts

The student will have a basic knowledge of the keypunch machine and be able to punch a lphabetic and numeric data into cards.

XI. Job Seeking Techniques

A. Choosing A Career

1. Self-Analysis
2. Available Jobs
3. Career Selection

B. Locating Job Openings

1. School Placement
2. Part-Time Work
3. Employment Agencies
4. Newspaper Leads
5. Civil Service Commission
6. Personal Contacts

C. Letter of Application

D. Personal Data Sheet

E. Application Form

F. Preparing for the Interview

1. Personal Appearance
2. Working Papers

G. The Job Interview

1. Questions Asked
2. Behavior of Interviewed
3. Interview Rating and Follow Up

H. Follow-Up Letter

I. On the Job

1. Keeping Your Job
2. Your Paycheck

The student will know how to conduct a job search and make application in a manner conducive to his employment.

4. CURRICULUM:

FOURTH YEAR - REPROGRAPHICS

I. Introduction to Graphic Communications

A. The Communications Cycle

1. Man the Communicator
2. Man the Producer
3. Man the User
4. Man the Humanitarian

B. Components of Graphic Communications

1. Artwork
2. Image Assembly
3. Photo Conversion
4. Image Carrier Preparation
5. Image Transfer
6. Finishing Procedures

The student will receive an overview of the elements involved in producing a communications message.

II. Artwork

A. Principles of Graphic Design

1. Proportion
2. Balance
3. Contrast
4. Rhythm
5. Harmony

B. Planning for Graphic Communications

1. Graphic Layouts
2. Letter Images

C. Graphic Color

1. Color Wheel
2. Uses of Color

D. Preparation of Artwork

1. Pasteup
2. Photographs

The student will understand and apply the fundamentals of graphic design.

III. Image Assembly

A. Image Assembly

1. Photographic: Body
2. Photographic: Headline
3. Hot Metal: Body and Headline
4. Strike-On: Body
5. Computers and Perforators
6. Hand Assembled: Headlines

4. CURRICULUM:

B. Pasteup: The Final Assembly

C. Direct Image Masters: Body and Headline

The student will paste up camera - ready copy from assembled images using standard methods.

IV. Photo Conversion

The student will understand the basic principles of photo conversion.

V. Image Carrier Preparation

A. Types of Image Carriers

B. Photomasking

C. Exposing and Processing Image Carriers

D. Using Image Carrier Preparation Machines

1. Electrostatic Copier
2. Plate Exposure Unit
3. Offset Platemaker

The student will be able to prepare paper, plastic, and metal plates.

VI. Image Transfer

A. Introduction to Modern Offset

B. The Paper Master

1. Types of Masters
2. Electrostatic Masters

C. Artwork

1. Layout
2. Color Choice
3. Type Styles
4. Photographs

D. Preparing Presensitized Metal Offset Plates

1. Plate Exposure Unit 107
2. Offset Platemaker 111

E. Selecting Offset Inks

1. Inks
2. Paper

F. Operating A Floor Model Offset Machine

1. Set Up
2. Running
3. Shut Down

G. Operating A Table-Top Offset Duplicator

1. Set Up
2. Running
3. Shut Down

14. CURRICULUM:

H. Tips for the Offset Operator

1. Inking
2. Working with Short Masters
3. Running Heavy Stock
4. Running Pre-Printed and Regenerated Masters

I. Offset Applications

The student will be able to prepare, adjust, run, and clean the offset duplicator.

VII. Finishing Procedures

A. Methods of Finishing

1. Paper Cutting
2. Paper Finishing Techniques

B. Methods of Sheet Fastening

1. Conventional
2. Loose-Leaf
3. Mechanical

The student will finish papers by cutting, folding, drilling, punching, gathering, collating, jogging, padding, gluing, stapling and binding.

VIII. Fluid Duplication

A. Duplicator Operation

1. Principles of Fluid Duplicating
2. Moistening System
3. Feeding System
4. Receiving System
5. Impression System
6. Operator Tips

B. Master Imaging

1. Master Units
2. Direct Imaging
3. Latent Imaging
4. Multi-Color Copies
5. Making Corrections
6. Thermal Imaging

C. Fluid Applications

1. History of Fluid Duplicating
2. Modern Fluid Duplicating
3. Special Masters and Services
4. Blockout Techniques
5. Systems Work
6. Applications

The student will be able to prepare a master and a transparency, and run copies using the master/transparency maker and the fluid duplicator.

IX. Integrated Work Projects

A. School Reproduction Work

B. Student Initiated Work

The student will be able to plan, reproduce, and finish written communications with minimal supervision.

15. Comments:

Beginning Typewriting is a pre-vocational course that will enable the student to apply his acquired skills in personal use typing.

In addition to being able to touch type all letters, numbers, and symbols confidently and without hesitation, the student will be able to operate all parts of the typewriter necessary for producing a neat, acceptable copy. Also, the student must be able to type mailable postal cards, and business and personal letters with accompanying envelopes.

The purpose of Office Occupations I and II is to provide basic orientation and training for the student's future as wage earners in the business world. The bulk of classroom time is also devoted to development of entry level skills on the typewriter, the keypunch machine, and small office machines.

Keyboard skills in typing and keypunch operation are taught through the use of stimulus-response automated instruction, and students develop keyboard skills at their individual rates of progress.

Upon successful completion of this course, students may qualify to hold entry-level positions in clerical and related occupations such as receptionist, waiter or waitress, cashier, messenger, stock-room clerk, and/or office clerk.

The purpose of Reprographics is to develop the students skill in reproduction and graphic communications to an employable level.

Modular units allow flexible instruction so that students may proceed at their own rate and need not study the same unit at the same time.

A major part of classroom time is also devoted to reproduction work and to student projects in order to develop student initiative and responsibility for working with minimal supervision.

Students who successfully complete this course may be placed in the reproduction department of large organizations, in smaller offices that may require knowledge of duplication techniques as part of the total job responsibilities for their employees, and/or in commercial printing shops.

Name of contact person Mrs. Ray R. Mickle

Name of program We do not have a definite program. When the students are identified with a problem, they are then given the individual study treatment usually with a student tutor.

Address of program

Madisonville North Hopkins High School

Madisonville, KY 42431

Please identify handicap/disadvantage and age group for which program was developed. This program is for any of the students majoring in our department grades 10, 11, 12

1. LENGTH OF PROGRAM:

Varies with the need of the student and the student's ability. (Some use the program as make-up or reinforcement)

2. AVERAGE NUMBER OF STUDENTS: About 20-25 per year

3. EQUIPMENT: (Please include make, model and quantity.)

ITEM	MAKE	MODEL	QUANTITY
Collator			
Offset Duplicator	A. B. Dick	321	1
Offset plate maker	A. B. Dick	106	1
Mimeograph	A. B. Dick		1
Spirit Duplicator	A. B. Dick	215	1
Thermofax	3M	96	1
Typewriters	IBM	Selectric I	Many (35-40)
2 Mimeoscope A. B. Dick	IBM	Selectric II	1
	Royal	970	Several
	Remington	26	Several
Checkwriter	Paymaster		1
10-key calculators	Victor		7
	Victor electronic		4
Thermofax	Monroe		2
	Comptometer		1
Cash register	NCR		1
Desks, file cabinets and individual study carrels, supply cabinet			
Transcribers	IBM		18
	IBM #224		4
Tape recorder	Wallensach		1
Record players	VM		5
3 Cassettes, 4 Overheads, 4 Filmstrips, Movie projector - 105 Filmstrips			
Time Clock	Latham		
Dictype Program			
Keypunch			
Intercom - 5 phones			

4. CURRICULUM: (Please give rationale for each unit or module.)

Our curriculum varies with the need. There have been study sheets made for the most often needed units in all our classes. Instruction has been put on cassette tapes or machine belts. Some typing records are used for the independent study students.

As the need arises the student is given the extra help by the teacher and very often by another student. The slower student is not segregated from the other students but given the extra time and attention independently when this student can.

5. COMMENTS:

Many of our slower students have been brought up to employable in this manner and have gotten actual office experience by working in some of the offices down town. The service recruiters are always happy to have them for their clerical tasks and understand the guidance that must be given to them. Our EMR students are kept in the same class with the other students but are just given more teacher time

Name of contact person Patricia Herron, Instructor

Name of program P.A.Y. (Parents and Youth)

Address of program Mt. Pleasant High School

South Elizabeth

Mt. Pleasant, MI 48858

Please identify handicap/disadvantage and age group for which program was developed. disadvantaged, primarily 11th and 12th graders

1. LENGTH OF PROGRAM: 2 semesters (1 year)

2. AVERAGE NUMBER OF STUDENTS: 15

3. EQUIPMENT: (Please include make, model and quantity.) We have access to the following:

ITEM	MAKE	MODEL	QUANTITY
Typewriters:			
	IBM	Sleectircs	18
	IBM	Executive	1
	Olivetti	Editor 2	1
Duplicating equipment:			
Fluid duplicator	Bell & Howell	E-21	1
Mimeograph	A. B. Dick		1
Photo-copier	Thermo-Fax	The Secretary	1
Copier	3M	107 Copier	1
10-key machines:			
Adding machines	Monroe		2
Printing calculators	Monroe	570	3
	Underwood-Olivetti	Multisumma	1
Electronic calculators	Monroe	1330	3
	Facit	1122	1
	Friden	130	1
Rotary calculators	Monroe	Classmate	2
Transcription equipment:			
	IBM		10
Cash register	NCR		1
Overhead projector and screen			1
Tables			4
Student desks and posture chairs			20
File cabinets			4
Paper cutter (large)			1

4. CURRICULUM: (Please give rationale for each unit or module.)

The rationale for most of the units was obtained from a published study of skills needed by clerical workers in order of importance according to frequency performed. The course was organized to a large extent around this study. The intent was to concentrate student effort on areas where the skill was needed to help ensure success on the job.

Filing

Students learn alphabetic filing rules and techniques, using filing exercises, filmstrips and accompanying records. Upon completion of this unit, students are given a set of 25 cards with names of individuals and business firms to index, code, and file in alphabetic order within a 30-minute time limit.

Fluid Duplicating

Students learn how to prepare and run off ditto masters, including color work. At the end of the training period, students must demonstrate satisfactory performance by 75% correctness (11 out of 15) on a performance evaluation sheet.

Ten-Key Adding and Electronic Printing Calculator Machine Operation

Students learn how to do addition, subtraction, multiplication, and division problems by touch, and must perform these basic operations with 70% accuracy on achievement tests. Students must subsequently apply their skills to business problems as described under "Data Handling." The rationale for emphasizing these machines is based upon the popular use of the ten-key keyboard and the trend toward the use of electronic calculators.

Mimeographing

Students learn how to prepare stencils and run them off, including color work and how to use the mimeoscope. At the end of the training period, students must show satisfactory performance by scoring 75% correct (11 out of 15) on a performance evaluation sheet.

Cashiering

At the end of the training period, students must learn to register and make change for cash sales with satisfactory performance determined by 70% correct on rating sheet. The rationale for this unit is based upon the general usefulness of the skill and high interest shown by the students.

Data Handling

Students, aided by a calculator or an adding machine, are given payroll, purchasing, and finance projects which must be completed with 50% correctness. The rationale for this work is the application of skills previously learned to business situations.

Units Continued

[redacted]

Career Information

Students learn about careers in business from films, filmstrips, literature, and speakers. Each student takes an interest inventory, and makes out a career check list. Students are counseled by teacher and project counselor.

Attitudes and Work Habits

A series of cases on problems which may result in failure on a job i.e. tardiness, inability to get along, etc. are read by students who then react to them. Tapes are sometimes used, also. Good work habits are encouraged in class. The rationale for this is that attitudes and work habits are more important to job success than skills. Students learn on the job when part-time employment can be arranged for them. Job placement is determined according to financial need.

Stock Control

A few students have shown interest in this unit, but satisfactory materials have not been discovered yet that fit the individualized kind of instruction in the course. New materials were tried again this year, but not with success. This unit is, therefore, not presently part of our "official" program stated in terms of performance objectives as required by the State of Michigan.

Typing

Students come into the course with varying backgrounds of typing ranging from none to a year. Students work in programmed texts and are required to meet performance standards at various stages of learning. Emphasis is placed on the typing of forms. The rationale for this is that studies indicate that most office typing is forms typing.

5. COMMENTS:

If you would like more information on our program's goals and objectives, we will be glad to furnish it. Of course, the units of study described here tie into Project P.A.Y.'s overall goals and objectives. As you can see, we work under a system of performance objectives as required by the State of Michigan. If you would like any information on specific instructional materials used, we would be also happy to help in this way.